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National Institute on Drug Abuse

Drug Abuse Training Resource Guide

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

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Drug Abuse Training Resource Guide

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

Division of Training
National Institute on Drug Abuse
5600 Fishers Lane
Rockville, Maryland 20857

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FOREWORD

During the last 10 years, the National Institute on Drug Abuse has, through the Division of Training, devoted considerable effort toward the evolution of an effective process for the development of staff through training. The Drug Abuse Training Resource Guide represents the culmination of the extended effort through which the Division of Training and the National Training System have been actively engaged in providing quality training services to the drug abuse field.

The Division's focus has always been on the delivery of quality services to drug abuse clients by making available to treatment staff the knowledge, information, and skills necessary to provide such services. As a part of this process, many assessment approaches were established to determine the exact needs of the various client and target groups. Once these needs were determined, a program response was developed. One of the major goals in meeting these needs was the development of training materials. Materials have been developed at the local, State, and National levels and have had considerable utility throughout the drug abuse field. Many of the courses have been reviewed by the American Council on Education and have been accepted for credit at both the undergraduate and graduate levels. This kind of approval by a nationally known educational organization lends recognition to the quality of many of the materials and the training efforts that have been sponsored.

State-developed courses have an important and prominent place in the array of resources and materials that have been developed over the years. Literally hundreds of courses have been developed by the States and community-based institutions in efforts to meet the particular needs of constituent groups. The Resource Information Bank (RIB), maintained by the Division of Training, counts among its holdings many State-developed courses. These materials, many of which are stored on microfiche, are available to all of the States upon request. In addition, the training materials and other resources developed by the National Training System and its several components are held by libraries throughout the United States. The NIDA Training Library includes the National Drug Abuse Center courses, exemplary State courses, and RIB materials. Included in this volume is a set of procedures by which these materials and resources can be accessed.

Once the materials were developed, it was deemed necessary and appropriate that they be taught by individuals who would be precisely trained in methodologies, strategies, and techniques for offering the courses. A process of review and quality control standards were developed so that persons interested in offering training courses utilizing these materials could be certified as instructors and trainers. The Professional Development Board was established as the mechanism for setting standards and for reviewing and certifying drug abuse trainers and instructors.

In addition to the cadre of instructors and trainers, the National Training System has an extensive list of well-trained and experienced consultants to assist in carrying out the objectives of the National Training System. These consultants and trainers have been identified in this resource guide by area of expertise and their respective States. These are, for the most part, voluntary entries and everyone is included who so requested. More than 300 names appear in this section of the volume.

Several new developments have taken place since the publication of the last listing of National Training System resources. There has been a considerable reduction in the Federal budget for training. With the reduction in funds to support programs, it has become necessary to engage in the development of a nationwide network strategy process. The procedures for this network process are being designed and will be shared with the field in book or manual form in the near future.

READEX FICHE

As this training resource guide was organized, we were mindful that there are hundreds of individuals who have shown an intense dedication and commitment to the field of drug abuse training. We would like to thank all of them for the energetic way in which they have supported the efforts of the Division of Training--especially where materials were shared in order to derive greater impact out of the limited resources that were available. We hope that this guide will serve a useful purpose and that it become a fundamental resource document for the drug abuse training field.

Lonnie E. Mitchell, Ph.D.
Acting Director
Division of Training
National Institute on Drug Abuse

PREFACE

The Drug Abuse Training Resource Guide is a compilation of resources developed through the National Training System over a period of 10 years. These resources consist of experts and materials in the field of drug abuse training that can be of aid in improving the skills and knowledge of drug abuse treatment and prevention workers. The guide is intended for use as a tool by staffs of State and local government agencies and other institutions responsible for planning and implementing drug abuse training programs.

The guide is organized into seven sections. Five sections describe training materials and ways of accessing them. The other sections list people who can help plan and deliver training. The information in each section is quite specific. All trainers and consultants, for example, are listed by State and area of expertise. Detailed descriptions of training materials are provided so informed decisions can be made about whether the materials are suitable to a particular program or, if not, whether they can be usefully redesigned.

The listing of trainers and consultants in section 4 is by no means complete. Any oversights or omissions are regretted. Suggestions for additions or changes in future updates are welcome and should be sent to the National Institute on Drug Abuse Training Library, P.O. Box 1904, Rockville, Maryland 20850.

It is hoped that, in addition to providing information about resources, the guide will help promote new relationships of sharing and cooperation among members of the drug abuse training community.

Avraham Forman
Training and Education Advisor
Division of Training
National Institute on Drug Abuse

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The material in this section of the guide was taken from the curriculum catalog prepared by the National Center for Alcohol Education. It consists of detailed analyses of courses on substance abuse treatment and prevention that have been successful across the country. Because of the quality and utility of this information, it is presented in its entirety. The following paragraphs, which are extracted from the catalog, describe its contents and purpose.

> This catalog was prepared to apprise trainers and course developers in the fields of alcohol and drug abuse of existing training materials developed by the National Center for Alcohol Education and the National Drug Abuse Center. The course overviews and the topical index will help trainers and course developers to identify complete training packages or portions thereof which they can use in meeting their own training objectives.
>
> The course overviews include information about package source and publication date, package components, trainer requirements for presenting the course as designed, intended audience, and instructional mode and setting. A list of course contents--by session, unit, or module--also provides a brief description of training methods used and indicates training time required. The specific goals and objectives for the overall course and for each session, unit, or module are listed separately. The index provides a quick reference to all major topics treated in the courses.
>
> It is anticipated that users of this catalog may find either that an entire course is well suited to their training needs or that they want to adapt a single module or combination of modules from one or more of the packages. While the possible usefulness of such course adaptation was one of the considerations in assembling this catalog, care must be taken in choosing content to make sure that a given module can stand alone or that the trainer can bridge any gaps that occur by using material out of the context of the entire package.

SECTION 1

OVERVIEWS OF COURSES FROM THE NATIONAL CENTER FOR ALCOHOL EDUCATION AND THE NATIONAL DRUG ABUSE CENTER FOR TRAINING AND RESOURCE DEVELOPMENT

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for Drug Abuse Treatment Programs 247
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ALCOHOL, DRUG, AND RELATED MENTAL HEALTH PROBLEMS

SOURCE AND DATE: NCAE, 1980

COMPONENTS: A Pilot Curriculum
for Primary Care
Providers
Videotapes
Final Report*

COMMENTS: The videotapes, 2 half inch color cassettes are available on free loan from:

NIDA Resource Center
5600 Fishers Lane
Room 10A-54
Rockville, Maryland 20857
301/443-6614

Order 3-4 weeks prior to workshop delivery.

TRAINER REQUIREMENTS: Faculty members for the pilot workshop should be selected not only for their specific professional experience--including service at inpatient and outpatient mental health, drug, and alcoholism treatment facilities--but also as representatives of the three target provider populations and of urban and rural areas--physicians, physician assistants, and nurse practitioners.

TARGET AUDIENCE: This package is intended for primary health care providers, specifically physicians, physician assistants, and nurse practitioners.

INSTRUCTIONAL MODE & SETTING: Faculty-led, 2-day workshop. Four faculty members are required.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Workshop Orientation/Overview	Faculty-led large group discussion; lecture; case discussion; question and answer period	1 hour, 30 minutes
The Recognition Problem	Lecture; case discussion; small group reports; faculty-participant forum	2 hours, 15 minutes
Patient Motivation	Lecture; case discussion; small group reports; faculty-participant forum	2 hours, 30 minutes
Patient Interviewing	Lecture and discussion; videotape demonstration of patient interviews	2 hours, 30 minutes

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*(The Final Report describes the needs assessment, curriculum development, delivery and evaluation findings for two pilot tests of this course. The information contained in the report is not necessary for course delivery.)

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Management Options	Lecture; case discussion; faculty-participant forum	2 hours, 30 minutes
Community Resource Panel and Workshop Wrap-up	Panel discussion of available services by community representatives	1 hour, 30 minutes

Course Goals and Objectives

Session I: WORKSHOP ORIENTATION/OVERVIEW

The purpose of this session is to establish a group learning climate. The activities are structured to answer most of the questions that the participants may have about the purpose and rationale for an interactive continuing medical education workshop. At the end of the exercise, participants should be ready to move on to the first topic in the curriculum.

Session II: THE RECOGNITION PROBLEM

This session has two goals:

1. To increase participant awareness of the distinction and interrelationships among alcohol, drug, and related mental health problems; and

2. To establish the cognitive framework around which this workshop is oriented.

Session III: PATIENT MOTIVATION

The goal of this session is to enable participants to be more effective in encouraging patients to cooperate with alcohol, drug, and/or related mental health treatment plans. Flexibility will be increased by examining a range of approaches proven effective in eliciting patient compliance.

Participants will also distinguish the varying levels of success possible for both provider and patient in order to develop more realistic expectations of success for patient improvement.

Session IV: PATIENT INTERVIEWING

The purpose of this exercise is to demonstrate how to focus a patient interview on alcohol, drug, and related mental health problems.

Session V: MANAGEMENT OPTIONS

This session has two goals:

1. To familiarize participants with the range of basic options available for patients with alcohol, drug, and related mental health problems; and

2. To explore several factors affecting treatment outcome in each of the forms of management.

Session VI: COMMUNITY RESOURCE PANEL AND WORKSHOP WRAP-UP

The aim of this session is to acquaint participants with the conditions and expectations of a range of services available and possible relationships with local treatment resources to enable them to make appropriate referrals.

THE COMMUNITY HEALTH NURSE AND ALCOHOL-RELATED PROBLEMS

SOURCE AND DATE: NCAE, June 1978

COMPONENTS: A Book of Readings
Instructor's Curriculum
Planning Guide

COMMENTS:

TRAINER REQUIREMENTS: Qualified continuing education instructor in nursing (See ANA "Standard for Continuing Education in Nursing," 1974).

TARGET AUDIENCE: Community health nurses in a variety of settings (schools, homes, physicians' offices, industry, etc.) with little or no formal preparation in alcohol-related problems.

INSTRUCTIONAL MODE & SETTING: Instructor-led group activities. Format of material allows instructor to present a course ranging from 18 to 38 hours in length. Core modules contain minimum information necessary to achieve unit goals and objectives. Background modules contain information covered in Book of Readings or information most experienced CHNs already possess. Enrichment modules deepen or expand core material. Optimum number of participants: 20; meeting room should accommodate one large group and allow division into several small groups.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I. Alcohol-Related Problems-A Perspective	film; lecture; large and small group discussion; small group task	
Alcohol-Related Disabilities as a Major		1 hour
Health Problem (core)		1 hour
Nature of Alcoholism (core)		1/2 hour
History of Alcoholism (enrichment)		1/2 hour
Exploring Terminology (enrichment)		1 hour
Pathological Effects of Alcohol on the Body (background)		
Trends in the Field and Their Implication (core) for Practice		1 hour
II. Effect of Attitudes on Health Care	large and small group and individual tasks; film; discussion	
Sociobarometer Exercise (background)		30-40 minutes
The Nature of Attitudes (background)		1/2 hour

THE COMMUNITY HEALTH NURSE AND ALCOHOL-RELATED PROBLEMS

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
Assessing Personal Attitudes About Drinking (core)		45 minutes
Influences on Attitudes About Drinking (core)		45 minutes
Attitudes and Society (enrichment)		45 minutes
What is Problem Drinking? (enrichment)		1/2 hour
Assessing Personal Attitudes About Problem Drinking (core)		45 minutes
Influence of Attitudes on Professional Decisions (background)		1/2 hour
Barriers That Interfere With Effective Treatment of Alcohol-Related Disabilities (core)		1 hour
Identifying Helpful Attitudes (enrichment)		1/2 hour
III. Assessment and Identification of the Problem	brainstorming; group discussion; individual and small group tasks; lecture; practice exercise	
Formulating Routine Questions (core)		45 minutes
When to Dig Deeper (core)		1/2 hour
Formulating Questions to Get More Information (core)		1 hour
Putting It Together (core)		1 hour
The NCA Diagnostic Criteria (enrichment)		15 minutes
Application of NCA (enrichment)		45 minutes
Assessing Emergency Situations (enrichment)		1 hour
IV. Guidance and Referral of People With Alcohol-Related Problems	lecture; discussion; film; individual and small group tasks; brainstorm; field trip; guest speaker	
Dimensions of Denial (background)		35 minutes
Identifying Manifestations of Denial (background)		1 hour
Looking at Alternatives (core)		1 hour
Putting Strategies Into Practice (core)		1 hour
A Structure Confrontation (enrichment)		1 hour
Theoretical Bases for Treatment (core)		15 minutes
Components of Service Delivery (background)		1 hour
Preparing to Collect Information (background)		45 minutes
Compiling A Community Alcoholism Services Directory (background)		1 hour
Alcoholics Anonymous (core)		1 hour
Special Referral Issues (enrichment)		45 minutes

THE COMMUNITY HEALTH NURSE AND ALCOHOL-RELATED PROBLEMS

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
V.	Support for the Family of the Person with Alcohol-Related Problems	reading; film; discussion; brainstorm; small group tasks; lecture; guest panel	
	Alcoholism as a Family Illness (core)		1-1/2 hours
	Typical Problems (background)		45 minutes
	Family Therapy and Other Treatment (core)		1 hour
	Al-Anon and Alateen (core)		1/2 hour
	Educational Resources (background)		45 minutes
VI.	The Community Health Nurse as an Agent in Primary Prevention	small group task; discussion; lecture	
	Specific and Nonspecific Strategies (core)		1/2 hour
	Making Responsible Decisions About Drinking (core)		1 hour
	Physical Effects of Alcohol (core)		1/2 hour
	Alcohol in Everyday Situations (core)		1 hour
	Stress Situations and Drinking (enrichment)		45 minutes
	Prevention for Youth (enrichment)		1-1/2 hours
	Prevention for the Elderly (enrichment)		1 hour
		Total:	38 hours

Course Goals and Objectives

The goal of this training program is to help community health nurses:

- learn how to extend their existing knowledge and skills to the care of people with alcohol-related problems; and
- acquire new knowledge and skills necessary for early identification and referral and for implementing primary prevention activities on a routine basis.

UNIT I: ALCOHOL-RELATED PROBLEMS--A PERSPECTIVE

The goal of this unit is to acquaint participants with the dimensions of alcohol-related problems and to provide a framework for integrating the information and skills contained in subsequent units.

On completion of this unit, participants will be able to:

- cite at least four statistics supporting the statement that alcohol-related disabilities are a major health problem.
- cite at least one statistic regarding the consequences of alcohol-related disabilities in the local area (State).
- describe briefly the course of alcoholism for a hypothetical individual, citing possible effects in at least four areas of the person's life, and indicate when the course of this illness can be changed by intervention.
- list at least three organizations in the alcohol field that were founded between the repeal of Prohibition and the passage of the Comprehensive Act in 1970.
- given definitions of alcohol-related terms, compare and discuss the definitions in terms of the following questions: Which definition is broadest? What points do they have in common? On what points do they differ?
- cite at least three factors that contribute to the lack of a single, generally accepted definition of alcoholism.
- given a list of the major body systems, cite at least one example of pathological effect of alcohol: CNS, gastrointestinal, hematological, heart, skeletal muscles, reproduction, fetus.
- list at least three national trends that will have impact on CHN practice.
- cite one example of how the national trends are likely to be manifested in at least three settings (school, industry, doctor's office home).

UNIT II: EFFECT OF ATTITUDES ON HEALTH CARE

The goal of this unit is to help participants become more aware personal, professional, and societal attitudes toward alcohol-related problems, the influences that shape those attitudes, and their implications for effective health care.

On completion of this unit, participants will be able to:

Course Goals and Objectives

- discuss the variety and varying intensity of attitudes each has developed throughout life and compare with others in the group.
- compare and contrast the variety of attitudes in a group of colleagues.
- describe attitudes as positive or negative feelings of varying intensities about ideas or objects that may be inferred from one's behavior in relation to those ideas or objects.
- compare and contrast two definitions of attitude.
- discuss a definition of attitude and whether we are aware of all the attitudes we have developed.
- identify the probably experiential origins of some of their attitudes.
- describe one instance of a change in personal attitude and suggest factors that may have contributed to that change.
- express personal attitudes toward drinking in at least three areas, such as age, sex, amount, time, occasion, place, companions, motivation.
- discuss how personal attitudes about drinking can vary according to the age, sex, economic status, etc., of the person(s) drinking.
- identify at least three factors that contribute to attitudes about drinking.
- cite at least four examples of incidents, regulations, or practices in U.S. society that illustrate conflicting attitudes about drinking.
- compare their personal perceptions about problem drinking to a given definition of problem drinking.
- list at least three personal attitudes about problem drinking.
- describe at least three factors related to behavior of problem drinkers that contribute to development of negative attitudes toward them.
- compare attitudes about drinking and problem drinking for similarities, differences, and inconsistencies.
- cite personal experiences demonstrating that career choices have been influenced by personal beliefs and attitudes.
- give examples from personal experience to illustrate the factors other than personal attitudes that may contribute to the difficulties of recognizing and treating clients with alcohol-related problems.
- given a list of attitude statements about alcohol abuse and the problem drinker, explain how each attitude can have an effect on day-to-day nursing practices.
- list at least four attitudes or characteristics of persons working with clients who have alcohol-related problems that are likely to improve the chance of a successful intervention.

Course Goals and Objectives

UNIT III: ASSESSMENT AND IDENTIFICATION OF THE PROBLEM

The goal of this unit is to help participants increase their knowledge and skill in the early recognition of alcohol-related problems and to provide them with a framework for gathering information describing problems as completely as possible, and making decisions.

On completion of this unit, participants will be able to:

- describe three levels of assessment.
- formulate at least two alcohol-specific questions appropriate to routine assessment.
- name at least one appropriate time to introduce alcohol-related questions in a routine assessment.
- given the four general indicators for level 1 assessment, name one specific example for each indicator.
- formulate an appropriate interview question to obtain information about the existence of an alcohol-related problem for given risk factors and problem indicators.
- analyze a given situation, determine additional information needed, and identify the appropriate intervention based on the available information.
- explain the rationale for the development of the NCA Criteria.
- given case descriptions of alcohol-related disability, identify and classify the symptoms according to the diagnostic criteria established by the NCA.
- identify intoxication, withdrawal states, and alcohol-Antabuse reactions, given the distinguishing features of each as they might appear in a hypothetical situation.
- list the critical indicators for transfer to hospital in each case.

UNIT IV: GUIDANCE AND REFERRAL OF PEOPLE WITH ALCOHOL-RELATED PROBLEMS

The goal of this unit is to provide participants with essential knowledge and strategies for helping people with alcohol-related problems to recognize the need for treatment and find the appropriate resources.

On completion of this unit, participants will be able to:

- describe the function and manifestations of denial.
- describe how it affects significant others.
- list at least three strategies, other than structured confrontation, for the nurse to use in overcoming denial by clients with alcohol-related problems.
- formulate a statement that the nurse might make to a client which is consistent with any three of a given list of interview guidelines.
- describe the elements of a structured confrontation.

- cite three esential elements in the treatment of people with alcohol-related disabilities.
- match a component of comprehensive care with its corresponding description.
- identify the components provided by existing community alcoholism service agencies.
- briefly describe the role of A.A. in helping people with alcohol-related problems.
- describe the special considerations in referring clients with alcohol-related problems.
- suggest possible alternatives for referral when a full range of alcoholism treatment services are not available in a community.

UNIT V: SUPPORT FOR THE FAMILY OF THE PERSON WITH ALCOHOL-RELATED PROBLEMS

The goal of this unit is to help participants to understand the consequences of alcohol-related problems on those around the affected person and to provide knowledge and skills necessary to make successful interventions.

On completion of this unit, participants will be able to:

- describe the effects of alcoholism on family members and relationships.
- identify problems, information needs, and possible intervention in a given family situation.
- identify a range of problems that occur when families are affected by alcoholism
- cite at least three local alcohol agencies and three other social service agencies that provide services appropriate to the problems of families troubled with alcoholism and briefly describe their programs.
- briefly describe the philosophy and programs of Al-Anon and Alateen.
- list at least three sources of educational materials on alcoholism for family members.

UNIT VI: THE COMMUNITY HEALTH NURSE AS AN AGENT IN PRIMARY PREVENTION

The goal of this unit is to provide community health nurses with a survey of the alcohol-related knowledge, skills, and technical resources necessary to perform their role in primary prevention of alcohol-related problems more effectively.

On completion of this unit, participants will be able to:

- give an example of a specific and a nonspecific primary prevention strategy for alcohol-related disabilities.
- list at least three characteristics of individuals and families that rarely exhibit alcohol-related problems.
- discuss the effects of small quantities of alcohol on the human body.
- list at least three drug groups that are likely to be affected by combination with alcohol.
- suggest techniques for reducing the occurrence of alcohol-related problems while entertaining.

Course Goals and Objectives

- define BAC and state the rate at which alcohol is oxidized by the body.
- list recommendations about alcohol intake during pregnancy.
- analyze factors associated with potentially harmful drinking patterns from a need fulfillment and environmental press perspective and suggest alternative ways to eliminate stressful drinking responses.
- list three developmental tasks of adolescents that have implications for drinking and at least three guidelines for working with young people.
- list at least three factors that contribute to problem drinking among elderly people and list one specific and one nonspecific primary prevention strategy for the elderly.

COUNSELING ALCOHOLIC CLIENTS:
A MICROCOUNSELING APPROACH TO BASIC COMMUNICATION SKILLS

SOURCE AND DATE: NCAE, December 1977

COMPONENTS:
Trainer Manual
Participant Handbook
Session Outline Cards
Videotape

COMMENTS: This one-hour video tape is to be ordered separately from:

Order Section
National Audiovisual Center
General Services Administration
Washington, D.C. 20409

Cost: purchase, $112.50;
rental, $20.

ACE credit recommendation: 2 semester hours in the lower division baccalaureate/associate degree or upper division baccalaureate category in behavioral science, education (counseling), human services, or social work.

TRAINER REQUIREMENTS: Skilled trainer, trained and experienced in counseling clients with alcohol-related clients. Recommend team of 2 or more trainers--must have experience in adult education using short lecture, role play, structured exercises and group discussion techniques.

TARGET AUDIENCE: People whose major job responsibility is counseling clients with alcohol-related problems, who have less than 3 years counseling experience and have had little or no previous training.

INSTRUCTIONAL MODE & SETTING: Trainer led microcounseling strategy. Participants work in triads; thus, total number should be divisible by 3 to facilitate work in triads; optimum number of participants: 21. Videotape playback equipment is required. Course length: 30 hours or 5 days.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction and Program Overview	large group discussion; reading; small group exercise	1 1/2 hours
2. Attending	nonverbal exercise; reading; demonstration; practice; large group discussion	1 hour, 55 minutes
3. Paraphrasing	exercise; reading; demonstration; practice; large group discussion	2 hours, 40 minutes or 1 hour, 50 minutes (depending on number of skill practices)

COUNSELING ALCOHOLIC CLIENTS:
A MICROCOUNSELING APPROACH TO BASIC COMMUNICATION SKILLS

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
4. Reflection of Feeling	exercise; reading; demonstration; practice; large group discussion	2 hours, 55 minutes
5. Summarizing	reading; exercise; demonstration; practice; large group discussion	2 hours, 5 minutes
6. Integration I	quiz; skill practice; large group discussion	2 hours, 15 minutes
7. Probing	reading; exercise; demonstration; practice; discussion	2 hours, 50 minutes
8. Counselor Self-Disclosure	exercise; reading; demonstration; practice; discussion; role play	3 hours, 5 minutes
9. Interpreting	reading; exercise; demonstration; practice; large group discussion	2 hours, 55 minutes
10. Confrontation	reading; demonstration; practice; large group discussion	2 hours, 5 minutes
11. Integration II	quiz; skill practice; large group discussion	2 hours, 45 minutes
12. Conclusion	large group discussion; individual work	1 hour, 15 minutes
		Total: 30 hours or 5 days' training

Course Goals and Objectives

On completion of the program, participants will be able to:

- o define each skill;
- o recognize when each skill is being practiced effectively; and
- o demonstrate the ability to use each skill and to integrate all skills appropriately and effectively in a simulated counseling situation.

Session 1: INTRODUCTION AND PROGRAM OVERVIEW

The goals of this session are to establish an atmosphere conducive to learning; to familiarize participants with the sequence of activities of the training program and to review with participants the concept of feedback.

By the end of this session, the participants will be able to:

- o identify other participants by name and by other information they will have given about themselves;
- o locate in their materials the goal and sequence of activities of the training program; and
- o distinguish between feedback and assumptions.

Session 2: ATTENDING

The goals of this session are to introduce the skill of attending as conceptualized in this program and to give participants an opportunity to practice that skill.

By the end of this session, the participants will be able to:

- o define attending, list its two components, and list three ways that attending is communicated to the client (eye contact, posture, and accurate verbal following);
- o identify when attending takes place, and when it does not, in a counselor/client situation and identify which components of the skill are operating; and
- o demonstrate effective attending in a 5-minute practice exercise, using all three components of the skill.

Session 3: PARAPHRASING

The goals of this session are to introduce the skill of paraphrasing as conceptualized in this program and to give participants the opportunity to practice that skill.

By the end of this session, the participants will be able to:

- o define paraphrasing and list its two components;
- o identify when paraphrasing takes place, and when it does not, in a counselor/client situation; and
- o demonstrate effective paraphrasing in a 5-minute practice exercise.

Course Goals and Objectives

Session 4: REFLECTION OF FEELING

The goals of this session are to introduce to participants the skill of reflection of feeling as conceptualized in this program and to give participants the opportunity to practice that skill.

By the end of this session, the participants will be able to:

- define reflection of feeling and list its two components;
- identify when reflection of feeling takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective reflection of feeling in a 5-minute practice exercise.

Session 5: SUMMARIZING

The goals of this session are to introduce to participants the skill of summarizing as conceptualized in this program and to give participants the opportunity to practice that skill.

By the end of this session, the participants will be able to:

- define summarizing and list its two components;
- identify when summarizing takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective summarizing in a 5-minute practice exercise.

Session 6: INTEGRATION I

The goals of this session are to give participants the opportunity to assess how well they are absorbing the content of the training program and to give them the opportunity to practice integrating the first four skills in the training program--attending, paraphrasing, reflection of feeling, and summarizing.

By the end of this session, the participants will be able to:

- define attending, paraphrasing, reflection of feeling, and summarizing;
- identify attending, paraphrasing, reflection of feeling, and summarizing counselor responses in a counselor/client situation; and
- demonstrate the integration of attending, paraphrasing, reflection of feeling, and summarizing in a 10-minute practice exercise.

Session 7: PROBING

The goals of this session are to introduce the skill of probing as conceptualized in this program; to give participants the opportunity to practice that skill; and to discuss the use of the skill on the job.

By the end of this session, the participants will be able to:

- define probing and list its two components;
- identify when probing takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective counselor self-disclosure in a 5-minute practice exercise.

Course Goals and Objectives

Session 8: COUNSELOR SELF-DISCLOSURE

The goals of this session are to introduce the skill of counselor self-disclosure as conceptualized in this program; to give participants the opportunity to practice that skill; and to discuss the use of the skill on the job.

By the end of this session, the participants will be able to:

- define counselor self-disclosure;
- list at least two principles and two problems associated with counselor self-disclosure;
- identify when counselor self-disclosure is being demonstrated, and when it is not, in a counselor/client situation; and
- demonstrate effective counselor self-disclosure in a 5-minute practice exercise.

Session 9: INTERPRETING

The goals of this session are to introduce the skill of interpreting as conceptualized in this program; to give participants the opportunity to practice that skill; and to discuss the use of the skill on the job.

By the end of this session, the participants will be able to:

- define interpreting and list its three components
- identify when interpreting is being demonstrated and when it is not, in a counselor/client situation; and
- demonstrate effective interpreting in a 5-minute practice exercise.

Session 10: CONFRONTATION

The goals of this session are to introduce the skill of confrontation as conceptualized in this program; to give participants the opportunity to practice that skill; and to discuss the use of the skill on the job.

By the end of this session, the participants will be able to:

- define confrontation;
- list at least two types of discrepancies that might be addressed in confrontation;
- identify when confrontation takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective confrontation in a 5-minute practice exercise.

Session 11: INTEGRATION II

The goals of this session are to give participants the opportunity to assess how well they have absorbed the content of the training program and to give them the opportunity to practice integrating the eight skills presented in the training program.

By the end of this session, the participants will be able to:

- define probing, counselor self-disclosure, interpreting, and confrontation;

Session 11 (continued)

- identify the eight skills in a series of counselor responses in a counselor/client situation; and
- demonstrate the integration of the eight skills in a 15-minute practice exercise.

Session 12: CONCLUSION

A summary of the course will be given. Participants will take part in the final evaluation activities and receive certificates of attendance.

DECISIONS AND DRINKING

An Ounce of Prevention: A Course for Blacks

SOURCE AND DATE: NCAE, 1977

COMPONENTS:
Facilitator's Handbook
Presentation Outline Cards
Handout Masters
Visuals (Overhead Transparencies)
Take-Home Summaries
2 16mm Films

COMMENTS: All components are reusable except for Take-Home Summaries for which refills may be ordered from the Government Printing Office. The two films - "Spirits of America" and "Eat, Drink, and Be Wary" are circulated on a free-loan basis.

TRAINER REQUIREMENTS: The course can be delivered by a lay facilitator, a member of the group which elects to receive the course. Neither formal education and training background nor expertise in alcohol education is required of the facilitator. The group leader who is willing to commit 2-4 hours of preparation time for each session will be able to conduct the course.

TARGET AUDIENCE: All adult Black Americans interested in meeting to discuss issues of importance to themselves as individuals and as Black Americans. Ideally, the group will already exist (church or social group, community action group), however, a group may be specially formal to conduct this course.

INSTRUCTIONAL MODE & SETTING: Designed for facilitator-led group participation of 12 to 20 persons. Settings may be informal (a home rec room or community center) or more formal (community college). Access to a minimum of audiovisual equipment is necessary (16mm projector, overhead projector); also 15-20 handout sheets must be duplicated. Ideally course is presented one session per week over 8 weeks' time.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1: On Being Myself: Myths and Realities	handouts; overhead transparencies; group discussion; Take-Home Summary	1-1 1/2 hours
2: Spirits of America: Influences of American History and Popular Media	16mm film: "Spirits of America"; group discussion including discussion of alcoholic beverage "ads" brought to session by participants; small group task; overhead transparency; Take-Home Summary	1-1 1/2 hours
3: How You Think is How You Drink: Reasons for Drinking	guided fantasy; overhead transparencies (including presentation of Maslow's hierarchy); group discussion; Take-Home Summary	1-1 1/2 hours

DECISIONS AND DRINKING

An Ounce of Prevention: A Course for Blacks

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
4: To Your Health: The Effects of Alcohol on Body Functions	game (TV show format); overhead transparencies; handouts; group discussion; punch bowl exercise; Take-Home Summary	1-2 hours
5: Double Trouble: Mixing Drinks with Other Drugs	lists from home medicine cabinets; overhead transparencies; handouts (including problem-solving for mini case study); Take-Home Summary which contains an extensive drug interaction chart for future reference	1-1 1/2 hours
6: Show Them the Way to Go Home: Social Drinking and Antisocial Driving	16mm film: "Eat, Drink, and Be Wary"; handouts; group discussion; overhead transparencies; Take-Home Summary	1-2 hours
7: Who's Sending Your Signals: The Influence of Family, Peers, and Background	debate; role play; handouts; group discussion; overhead transparencies; Take-Home Summary	2 hours
8: Make It Easy on Yourself: Self-Image Related to Decision-Making	brainstorming; overhead transparencies; handout; small group work; group discussion; Take-Home Summary	1-1 1/2 hours
	Total:	9 - 14 hours

Course Goals and Objectives

Session 1: ON BEING MYSELF: MYTHS AND REALITIES

The first session demonstrates how myths about black people can affect our self-images as individuals and as a group. Some events from history are explored to aid in distinguishing between false myths and factual realities.

Session 2: SPIRITS OF AMERICA: INFLUENCES OF AMERICAN HISTORY AND POPULAR MEDIA

Through the film, "Spirits of America," participants become aware that alcohol has been an important factor in American history and in American popular media. An awareness of this history and of implied messages brought to us through the media will also aid in identifying some of the fallacies and exaggerations of blacks.

Session 3: HOW YOU THINK IS HOW YOU DRINK: REASONS FOR DRINKING

In this session we will (1) analyze reasons for drinking and reasons for not drinking, (2) examine when debatable reasons become clearly dangerous, and (3) discuss one important category of high-risk drinkers who should carefully explore their reasons for drinking.

Session 4: TO YOUR HEALTH: THE EFFECTS OF ALCOHOL ON BODY FUNCTIONS

This session is to create an awareness of the physiological and psychological effects of alcohol on the human body.

Session 5: DOUBLE TROUBLE: MIXING DRINKS WITH OTHER DRUGS

The purpose of this session is to raise an awareness of the dangers of simultaneously using alcohol in combination with other drugs.

Session 6: SHOW THEM THE WAY TO GO HOME: SOCIAL DRINKING AND ANTISOCIAL DRIVING

Through the film, "Eat, Drink, and Be Wary," participants become aware of the factors which should be considered on any social occasion when drinking is planned.

Session 7: WHO'S SENDING YOUR SIGNALS: THE INFLUENCE OF FAMILY, PEERS, AND BACKGROUND

The purpose of this session is to raise an awareness of how one's family, friends, and background influence one's personal decisions about drinking.

Session 8: MAKE IT EASY ON YOURSELF: SELF-IMAGE RELATED TO DECISION-MAKING

To provide participants with an opportunity to explore two ideas: (1) The relationship between what we do and our self-image; (2) The relationship between decisions about drinking and other important decisions in life.

DECISIONS AND DRINKING

The Power of Positive Parenting: A Course for Parents of Young Children

SOURCE AND DATE: NCAE, 1977

COMPONENTS: Facilitator's Handbook
Presentation Outline Cards
Handout Masters
Visuals (Overhead Transparencies)
Take-Home Summaries
2 16mm Films

COMMENTS: All components are reusable except for Take-Home Summaries for which refills may be ordered from the Government Printing Office. The two films - "Spirits of America" and "Eat, Drink, and Be Wary" are circulated on a free-loan basis.

TRAINER REQUIREMENTS: The course can be delivered by a lay facilitator, a member of the group which elects to receive the course. Neither formal education and training background nor expertise in alcohol education is required of the facilitator. The group leader who is willing to commit 2-4 hours of preparation time for each session will be able to conduct the course.

TARGET AUDIENCE: All parents of young children interested in meeting with other parents to consider issues of importance to themselves and their children. Ideally, the group will already exist (e.g., PTA, day care center parents), however, a group may be specially formed to conduct this course (e.g., community college offering).

INSTRUCTIONAL MODE & SETTING: Designed for facilitator-led group participation of 12 to 20 persons. Settings may be informal (a home rec room or community center) or more formal (community college). Access to a minimum of audiovisual equipment is necessary (16mm projector, overhead projector); also 15-20 handout sheets must be duplicated. Ideally course is presented one session per week over 8 weeks' time.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1: To Your Health: The Effects of Alcohol on Body Functions	game (TV show format); overhead transparencies; handouts; group discussion; punch bowl exercise; Take Home Summary	1-2 hours
2: I Need to Be Me: The Emergence of Self	overhead transparencies facilitate presentation of Erikson's first three stages of growth; group discussion role play; handouts; Take-Home Summary	1-1 1/2 hours
3: A Chip Off the Old Block: Parents as Models for Their Children's Behavior	overhead transparencies; handouts; group discussion; Take Home Summary	1-1 1/2 hours
4: Who's Sending Your Signals: The Influences of Peers and Background	role play; handouts; group discussion; overhead transparencies; Take-Home Summary	1-1 1/2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
5: Show Them the Way to Go Home: Social Drinking and Antisocial Driving	16mm film: "Eat, Drink, and Be Wary"; handouts; group discussion; overhead transparencies; Take-Home Summary	1-2 hours
6: Spirits of America: Influences of American History and Popular Media	16mm film: "Spirits of America"; group discussion including discussion of alcoholic beverage "ads" brought to session by participants; small group task; overhead transparency; Take-Home Summary	1-1 1/2 hours
7: Double Trouble: Mixing Drinks with Other Drugs	lists from home medicine cabinets; overhead transparencies; handouts (including problem-solving mini case studies); Take-Home Summary which contains an extensive drug interaction chart for future reference	1-1 1/2 hours
8: How You Think is How You Drink: Reasons for Drinking	guided fantasy; overhead transparencies (including presentation of Maslow's hierarchy); group discussion; Take-Home Summary	1-1 1/2 hours
	Total:	Approximately 8 - 14 hours

Course Goals and Objectives

Session 1: TO YOUR HEALTH: THE EFFECTS OF ALCOHOL ON BODY FUNCTIONS

This session is to create an awareness of the physiological and psychological effects of alcohol on the human body.

Session 2: I NEED TO BE ME: THE EMERGENCE OF SELF

The purpose of this session is to show the importance of fostering a child's self-esteem and to show how positive self-image contributes to the grown child's ability to make responsible decisions about drinking.

Session 3: A CHIP OFF THE OLD BLOCK: PARENTS AS MODELS FOR THEIR CHILDREN'S BEHAVIOR

The purpose of this session is to raise parent's awareness of how they influence their children's attitudes toward drinking and, therefore, the subsequent adult drinking practices of their children.

Session 4: WHO'S SENDING YOUR SIGNALS: THE INFLUENCES OF PEERS AND BACKGROUND

This session is to raise an awareness of how peers and background influence one's personal decisions about drinking; and how, in turn, these influences affect the eventual drinking patterns of one's children.

Session 5: SHOW THEM THE WAY TO GO HOME: SOCIAL DRINKING AND ANTISOCIAL DRIVING

To make participants aware of the factors which should be considered on any social occasion when drinking is planned.

Session 6: SPIRITS OF AMERICA: INFLUENCES OF AMERICAN HISTORY AND POPULAR MEDIA

Through the film, "Spirits of America," participants will become aware that alcohol has been an important factor in American history and in American popular media. An awareness of this legacy and of implied messages brought to us through the media will aid us as parents in pointing out some of these fallacies and exaggerations to our children.

Session 7: DOUBLE TROUBLE: MIXING DRINKS WITH OTHER DRUGS

The purpose of this session is to raise an awareness of the dangers of simultaneously using alcohol in combination with other drugs.

Session 8: HOW YOU THINK IS HOW YOU DRINK: REASONS FOR DRINKING

In this session we will (1) analyze reasons for drinking and reasons for not drinking, (2) examine when debatable reasons become clearly dangerous, and (3) discuss one important category of high-risk drinkers who should carefully explore their reasons for drinking.

DECISIONS AND DRINKING
Reflections in a Glass: A Course for Women

SOURCE AND DATE: NCAE, 1977

COMPONENTS: Facilitator's Handbook
Presentation Outline Cards
Handout Masters
Visuals (Overhead Transparencies)
Take-Home Summaries
3 16mm Films

COMMENTS: All components are reusable except for Take-Home Summaries which may be reordered from the Government Printing Office. The 3 films - "Emerging Woman," "Spirits of America," and "Eat, Drink, and Be Wary" are circulated on a free loan basis.

TRAINER REQUIREMENTS: The course can be delivered by a lay facilitator, a member of the group which elects to receive the course. Neither formal education and training background nor expertise in alcohol education is required of the facilitator. The group leader who is willing to commit 2-4 hours of preparation time for each session will be able to conduct the course.

TARGET AUDIENCE: All adult women who meet in groups to discuss issues of importance to them as women. Ideally, the group will already exist (e.g., a women's social club, church group, consciousness-raising group). However, groups may be specially formed to conduct this course.

INSTRUCTIONAL MODE & SETTING: Designed for facilitator-led group participation of 12 to 20 persons. Settings may be informal (a home rec room or community center) or more formal (community college). Access to a minimum of audiovisual equipment is necessary (16mm projector, overhead projector); also 15-20 handout sheets must be duplicated. Ideally course is presented one session per week over 8 weeks' time.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1: To Your Health: The Effects of Alcohol on Body Functions	game (TV show format); overhead transparencies; handouts; group discussion; punch bowl exercise; Take-Home Summary	1-2 hours
2: Show Them the Way to Go Home: Social Drinking and Antisocial Driving	16mm film: "Eat, Drink, and Be Wary"; handouts; group discussion; overhead transparencies; Take-Home Summary	1-2 hours
3: Who's Sending Your Signals: The Influence of Family, Peers, and Background	debate; role play; handouts; group discussion; overhead transparencies; Take-Home Summary	2 hours
4: How You Think is How You Drink: Reasons for Drinking	guided fantasy; overhead transparencies (including one of Maslow hierarchy); group discussion, Take-Home Summary	1-1 1/2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
5: Double Trouble: Mixing Drinks with Other Drugs	lists from home medicine cabinets; overhead transparencies; handouts (including problem-solving for mini case study); Take-Home Summary which contains an extensive drug interaction chart for future reference	1-1 1/2 hours
6: Spirits of America: Influences of American History and Popular Media	16mm film: "Spirits of America"; group discussion (including discussion of alcoholic beverage "ads" brought by participants); small group task; overhead transparency; Take-Home Summary	1-1 1/2 hours
7: We've Come a Long Way, Carry: American History, Women, and Alcohol	16mm film; group discussion; handouts; overhead transparencies; Take-Home Summary	1-1 1/2 hours
8: It's Your Life: Personal Standards for Drinking	overhead transparencies; handouts; group discussion; Take-Home Summary	1-1 1/2 hours
	Total:	9 - 14 hours

Course Goals and Objectives

Session 1: TO YOUR HEALTH: THE EFFECTS OF ALCOHOL ON BODY FUNCTIONS

This session is to create an awareness of the physiological and psychological effects of alcohol on the human body.

Session 2: SHOW THEM THE WAY TO GO HOME: SOCIAL DRINKING AND ANTISOCIAL DRIVING

To make participants aware of the factors which should be considered in any social occasion when drinking is planned.

Session 3: WHO'S SENDING YOUR SIGNALS: THE INFLUENCE OF FAMILY, PEERS, AND BACKGROUND

The purpose of this session is to raise an awareness of how one's family, friends, and background influence one's personal decisions about drinking.

Session 4: HOW YOU THINK IS HOW YOU DRINK: REASONS FOR DRINKING

The purpose of this session is (1) to analyze reasons for drinking and reasons for not drinking, (2) to examine when debatable reasons become clearly dangerous, and (3) to discuss one important category of high-risk drinkers who should carefully explore their reasons for drinking.

Session 5: DOUBLE TROUBLE: MIXING DRINKS WITH OTHER DRUGS

The purpose of this session is to raise an awareness of the dangers of simultaneously using alcohol in combination with other drugs.

Session 6: SPIRITS OF AMERICA: INFLUENCES OF AMERICAN HISTORY AND POPULAR MEDIA

Through the film, "Spirits of America," participants will become aware that alcohol has been an important factor in American history and in American popular media. An awareness of this legacy and of impled messages brought to us through the media will aid in making sensible choices regarding whether or not, when, and where to drink.

Session 7: WE'VE COME A LONG WAY, CARRY: AMERICAN HISTORY, WOMEN, AND ALCOHOL

To give an overview and raise awareness of American women's history as related to alcohol.

Session 8: IT'S YOUR LIFE: PERSONAL STANDARDS FOR DRINKING

To help women think through personal standards for drinking by raising an awareness of the significant factors which may cause women to develop problems associated with drinking.

*GROUP SKILLS FOR ALCOHOLISM COUNSELORS**

SOURCE AND DATE: NCAE, 1980

COMPONENTS:
Trainer Instructions
Trainer Manual
Participant Manual
Readings
Videotape (optional)

COMMENTS: The videotape is obtained from:
Office of Applied Psychological Services
Department of Psychology
University of Illinois at Chicago Circle
P.O. Box 4348
Chicago, Illinois 60680
Send a 30-minute blank tape of any width and format for duplication.

ACE credit recommendation: 3 semester hours in the lower division baccalaureate/associate degree or upper division baccalaureate category in behavioral science, education (counseling), human services, or social work.

TRAINER REQUIREMENTS: Trainers for this course should be experienced leaders of group and task-oriented training, with extensive knowledge and skill in group dynamics. The trainer also should be experienced in group counseling, particularly with alcoholic clients. Further, the trainer must be able to maintain a training focus while using the group experience itself as a learning activity.

TARGET AUDIENCE: This course is intended for alcoholism counselors, trained and experienced in one-to-one counseling, who are or will be leading alcoholism counseling groups and who have had little or no previous formal training in group skills. It is suggested that applicants with at least a year's experience in a work setting as alcoholism counselors working with individual clients be accepted for this course. Trainees are assumed to have good communication and feedback skills.

INSTRUCTIONAL MODE & SETTING: The instructional activities combine didactic presentations, structured exercises, readings, discussions, and guided practice. Groups should consist of 10-12 participants with two trainers. It is recommended that the course be delivered over 5 consecutive days; adaptable to weekly or biweekly presentations in 1-3 hour sessions and to a variety of educational settings

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Getting Acquainted	Pretest; small group, didactic, and individual exercises; group discussion	4 hours
2. The Concept of a Group	Small group and large group exercises; large group discussion	1 hour, 15 minutes
3. Goals	Lecturette; exercises	2 hours, 40 minutes

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*See special note on the following page.

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
4. Process and Content	Lecturette; exercises; discussion	2 hours, 25 minutes
5. Curative Factors	Lecturette; exercises; discussion	2 hours, 30 minutes
6. Stages of Group Growth	Lecturette; exercises; discussion	50 minutes
7. Selecting Members for a Group	Lecturette; exercise; discussion	2 hours, 20 minutes
8. Leadership	Lecturette; exercise; discussion	2 hours, 30 minutes
9. Interventions	Lecturette; exercises; discussion	2 hours
10. Practicing Interventions	Lecturette; exercises; discussion	7 hours, 30 minutes
11. Closing	Exercises; discussions; post-test	2 hours

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*Group Skills for Alcoholism Counselors is adapted from NDAC's Group Facilitator Training Package and retains the generic theory and practice in group dynamics of the original course. Two new components, Readings and Trainer Instructions, contain the alcoholism specific content on group counseling and directions for incorporating that content into the course. Alcoholism counseling topics included in the adaptation are benefits of group counseling for alcoholic clients, starting and terminating a counseling group, recurring themes in alcoholism groups, A.A. and group counseling, and counseling dually addicted clients in the same group. Information on screening, supervision, and evaluation as related to groups is appended to the Readings.

Course Goals and Objectives

Module 1: GETTING ACQUAINTED

1. Each trainee will identify, with at least eighty percent accuracy, the names of the other participants.
2. Each trainee will say something about the skills and interests that he/she brings to the training group.
3. The trainees will give the group a mean rating of at least three on items #2 and #3 of the Group Growth Scale (YMCA, 1974).
4. Each trainee will be able to execute and process at least two structured exercises that have the goal of getting members of a new group acquainted with one another.

Module 2: THE CONCEPT OF A GROUP

1. Each participant will rate the training group on the Group Growth Scale.
2. Each participant will list four characteristics of a group.

Module 3: GOALS

1. Each trainee will write two goals that he/she has for the training group.
2. Each trainee will rate the hidden agenda group lower than the shared goal group on three of the four process variables.
3. Each trainee will list two aspects of good group goals.

Module 4: PROCESS AND CONTENT

1. Each trainee will define process and content.
2. Each trainee will name three different process issues.
3. Each trainee will role play a self-oriented or a maintenance behavior.

Module 5: CURATIVE FACTORS

1. Each trainee will list four curative factors in groups
2. Each trainee will name two norms that contribute to the development of a curative factor.

Module 6: STAGES OF GROUP GROWTH

1. Each trainee will list in the correct order the stages of growth used in this workshop.
2. Each trainee will produce one behavior characteristic of each substage.

Module 7: SELECTING MEMBERS FOR A GROUP

1. Each trainee will divide and classify eight hypothetical clients into two homogeneous groups.
2. Each trainee will list at least two conditions in which group counseling is superior to individual counseling.

Course Goals and Objectives

Module 8: LEADERSHIP

1. **Each trainee will rate him/herself on his/her effectiveness as a facilitator of personal growth.**
2. **Each trainee will receive feedback from others on his/her effectiveness as a facilitator of personal growth.**
3. **Each trainee will write at least one area in which he/she can improve his/her leadership-related behavior.**
4. **Trainees will produce a list of at least four behaviors associated with good leadership.**
5. **Trainees will produce a list of at least three behaviors associated with bad leadership.**
6. **Trainees will rate the helpfulness of a variety of self-discloures.**

Module 9: INTERVENTIONS

1. **Each trainee will identify three process issues that are often the focus of interventions.**
2. **Each trainee will produce an intervention in response to a simulated group incident.**

Module 10: PRACTICING INTERVENTIONS

1. **Each trainee will name the four substages presented in this model of group development and describe at least one behavior typical of each substage.**
2. Each trainee will produce at least three interventions that the trainer thinks would facilitate the growth of a group in response to incidents presented during the module.
3. Each trainee will produce an intervention while acting as a temporary group facilitator.

Module 11: CLOSING

1. Each trainee should mention at least one positive and one negative aspect of the training experience.
2. Each trainee should give some feedback to each other trainee.
3. Each trainee should receive some feedback from each other trainee.

INITIAL VISIT

SOURCE AND DATE: NCAE, 1979

COMPONENTS:
Facilitator Manual
Participant Guide
Session Outline Cards
Considerations for the Program Director

COMMENTS: In addition to the components above, a set of 50-60 slides are to be prepared on site to help participants see the agency from the viewpoint of a prospective client.

TRAINER REQUIREMENTS: The course is designed for presentation by a facilitator particularly skilled in working with groups and conducting adult learning activities.

TARGET AUDIENCE: This package is intended for alcoholism treatment program staffs. The total staff should be included because every staff member has a potential impact on the initial visit experience.

INSTRUCTIONAL MODE & SETTING: The course is designed for inhouse presentation and requires about 5-1/2 hours of session time plus 3 to 5 hours of outside reading. The program director must schedule 3 to 5 hours during the 2 weeks following the third session to plan follow-through activities. Use of the package implies that staff will spend some additional postsession time carrying out activities to bring about change.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation to the Initial Visit Experience	Individual work; facilitator presentation; large group discussion	1 hour
2. Identifying Problem Areas in the Initial Visit	Facilitator presentations; individual task; small group task; small group report	2 hours
3. Working Toward Change	Facilitator presentation; individual tasks; small group task; large group task	2-1/2 hours

Course Goals and Objectives

Instructional goals are:

- To heighten staff awareness of the impact various aspects of the program, procedures, and facilities of an alcoholism treatment agency have on prospective clients.
- To facilitate staff identification of changes that may upgrade the effectiveness of the initial visit.

Session 1: ORIENTATION TO THE INITIAL VISIT EXPERIENCE

The purposes of this session are:

- To focus attention on prospective clients' initial visit to the treatment program.
- To introduce this Initial Visit Instructional Package.
- To explain how it will involve the entire staff in working together on a common problem.

Session 2: IDENTIFYING PROBLEM AREAS IN THE INITIAL VISIT

The purposes of this session are:

- To move from general consideration of the three broad aspects of the initial visit as presented in the Participant Guide to considering these three aspects as they are found in this treatment program.
- To identify and rank changes needed to enchance the effectiveness of the initial visit in this treatment program.

Session 3: WORKING TOWARD CHANGE

The purposes of this session are:

- To examine and reach staff consensus on needed changes for this treatment program to upgrade the initial visit experience for prospective clients.
- To set a direction for planning how to achieve agreed upon changes.
- To emphasize the complementary relationship between individual effort and group plans for change vis-a-vis outcomes of the initial visit.

MANAGEMENT SKILLS
for Alcohol Program Administrators

SOURCE AND DATE: NCAE, June 1977

COMPONENTS:
Trainer Manual
Participant Workbook
Resource Materials
(ordering information
included in Trainer
Manual)

COMMENTS: ACE credit recommendation: 3 semester hours in the lower division baccalaureate/associate degree or upper division baccalaureate category in human care management or human services.

TRAINER REQUIREMENTS: Supportive of management content and philosophy in program; experienced in training and management.

TARGET AUDIENCE: Little or no formal management training; manager, supervisor, administrator.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiential group activities, workshops, discussions, and role plays.

Course has very little lecture. Optimum number of participants: 16-20; training room for 16-20 people in large and small groups. Length: 40 hours or 8 training days.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation/Overview	lecture; discussion; group exercise	2 hours
2. Group Process	lecture; large group discussion; small group work and exercises	6 hours
3. Management and Change	small group work; large group discussion	3 hours
4. The Planning Process	lecture; discussion; programmed instruction; self-testing exercise	3 1/2 hours
5. Director/Board Relationships	group discussion; role playing	3 hours
6. Planning for Change	small group work; presentations; discussion	3 hours
7. Funding Sources	large group discussion	1 1/2 hours

MANAGEMENT SKILLS

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
8. Selected Aspects of Financial Management	lecture; discussion; small group work	1 1/2 hours
9. Selected Aspects of Financial Management	lecture; discussion	2 hours
10. Organization Structure and Position Descriptions	large group discussion; small group task	2 1/2 hours
11. Personnel Evaluation and Supervision	large group discussion	3 hours
12. Appraisal Interview and Staff Development	role playing; large group discussion	3 hours
13. Information Gathering and Decision Making	lecture; discussion; small group work	3 hours
14. Independent Work		2 3/4 hours
15. Presentation of Plans	small group work; presentation; discussion	3 hours
	Total:	40 hours or 8 training days

Course Goals and Objectives

Participants will improve their managerial capabilities by increasing their understanding of and improving their skills in:

- exhibiting helping behavior and dealing with hindering behavior in work with groups of staff members;
- relating basic planning concepts to their managerial and administrative responsibilities;
- handling relations between an agency and its Board;
- structuring work and articulating job responsibilities;
- supervising and evaluating performance;
- conducting appraisal interviews and providing staff development;
- decision making; and
- developing a plan addressed to a specific problem area.

Session 1: ORIENTATION/OVERVIEW

Session 2: GROUP PROCESS

On completion of the session each participant will be able to identify:

1. three benefits of effective group work;
2. three elements which can hinder or obstruct group functioning;
3. three elements which can contribute to effective group functioning.

Session 3: MANAGEMENT AND CHANGE

Given a list of the 12 management functions and a list representing the activities of a program manager, each participant will be able to match functions with activities.

Given a list of the 12 management functions, each participant will be able to check off three out of four functions that co-respond directly to steps in the planning process.

Session 4: THE PLANNING PROCESS

On completion of this session participants will be able to:

1. write a program objective that is specific, measurable, and time-phased;
2. write a program objective that is not measurable in quantitative terms;
3. list the three phases in the planning process.

Course Goals and Objectives

Session 5: DIRECTOR/BOARD RELATIONSHIPS

On completion of this session participants will be able to:

1. list at least three types of people to include on the ideal Board and explain how they can be helpful;
2. name two strategies for dealing with a troublesome Board.

Session 6: PLANNING FOR CHANGE

Given the elements of an effective Director/Board relationship and a hypothetical situation, participants working in small groups will identify an area of possible improvement and develop a plan, using the first five steps of the planning process, to effect a change.

Session 7: FUNDING SOURCES

On completion of this session participants will be able to:

1. identify at least one funding agency as a possible new source of revenue for an alcoholism program.
2. identify a possible way of solving an existing problem with revenue sources currently available.

Session 8: SELECTED ASPECTS OF FINANCIAL MANAGEMENT

On completion of this session participants will be able to list five new procedures to help reduce program costs.

Session 9: SELECTED ASPECTS OF FINANCIAL MANAGEMENT

On completion of this session participants will be able to:

1. determine cost per resident day and cost per unit of service, given financial data on a hypothetical program;
2. list three types of records which must be kept in order to determine the above costs.

Session 10: ORGANIZATION STRUCTURE AND POSITION DESCRIPTION

Given a program description, objectives, services, and a staff roster for a hypothetical program, participants working in small groups will be able to develop a job description for one program and one operations position.

Session 11: PERSONNEL EVALUATION AND SUPERVISION

Participants will each write a specific, measurable, time-phased objective that could serve as a basis for evaluating an employee's performance.

Participants will be able to define management by objectives as a process whereby supervisor and employee negotiate individual objectives and use those objectives for periodic performance appraisal

Session 12: APPRAISAL INTERVIEW AND STAFF DEVELOPMENT

Given a description of three types of appraisal interviews, participants will be able to correctly identify a dramatization of each.

Session 13: INFORMATION GATHERING AND DECISION MAKING

On completion of this session participants will be able to:

1. name and describe three major leadership styles;
2. name two basic kinds of information needed to run a halfway house program and one specific source for each kind of information;
3. name three ingredients of effective decision making by a halfway house director.

Session 14: INDEPENDENT WORK

Using information and materials from previous sessions participants will be able to develop a plan to alleviate a selected problem. The plan should specify goals, needs, and objectives and give at least two possible alternative actions for solution of the problem.

Session 15: PRESENTATION OF PLANS

Participants will be able to use the Planning and Presentation Critique Form and Score Sheet to review the plans of each individual member of their group and rate the elements of the plans on a scale of 1 to 5.

NEW PERSPECTIVES ON YOUTH TREATMENT

SOURCE AND DATE: NCAE, 1982

COMPONENTS: Trainer Manual
Book of Readings

COMMENTS: Masters for preparing overhead transparencies and handouts are included in the trainer manual. Guidelines for local production of an optional slide/tape (Session 1) are also included.

TRAINER REQUIREMENTS: A training team is recommended. First-hand experience in managing a youth treatment philosophy should be consonant with that of the course; i.e., a belief in the efficacy of a comprehensive treatment approach. Treatment planning and focus are to provide services that meet the full range of developmentally related needs experienced by adolescents--not a single categorical approach to treating alcohol-related problems.

TARGET AUDIENCE: This course is designed for program directors, clinical directors, or other key decisionmakers in outpatient and residential alcohol intervention or treatment programs that currently serve youth, or want to develop services for youth. The workshop is also designed for personnel from adult medical or social service treatment programs who are committed to begin alcohol services for youth.

INSTRUCTIONAL MODE & SETTING: The "New Perspectives" training design lays out three options for delivery: a 3-day workshop (Option A), a week-long course (Option B), and a semester-long course that can be delivered in an academic setting (Option C). Lecture, small group, and individual work are the predominant methods. The optimal number of participants is 20. If a larger number is to be accommodated, attention must be given to redesign of small group activities, especially the reporting-out activities. One large training room and breakout rooms for small group work are required.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED**
1. **Being Young: Today and Yesterday**	Individual exercise; slideshow or videotape; large group discussion	Option A: 3 hours Option B: 3 hours Option C: 4 hours
2. **Adolescent Development: Issues and Tasks**	Lecture; large group discussion and activity; lecture; small group activity	Option A: 3 hours, 30 minutes Option B: 6 hours, 15 minutes Option C: 8 hours

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED**
3.	Assessing for Comprehensive Treatment Planning	Lecture; large group discussion; individual and small group work	Option A: 3 hours, 15 minutes Option B: 3 hours, 35 minutes Option C: 6 hours
4.	Designing Comprehensive Services for Youth	Small group activity; large group discussion; small group discussion; lecture	Option A: 6 hours Option B: 9 hours Option C: 10 hours
5.	Getting Started: Priority Setting for Program Planning	Individual work; small group discussion	Option A: 3 hours, 45 minutes Option B: 4 hours, 50 minutes Option C: 2 hours

Course Goals and Objectives

The goals of this course are:

- To introduce participants to the meaning and significance of comprehensive services to meet the developmental needs of adolescents with alcohol-related problems, and
- To introduce participants to a new framework for assessing the degree of alcohol involvement in young clients.

Session 1: Being Young: Today and Yesterday

The goals of this session are to help participants identify with adolescents, become aware of the many environmental and cultural influences that affect youth today, and identify the influence their experience of adolescence has on their relationships and dealings with youth in the present.

Participants will be able to:

- Identify influences on their own adolescence;
- Describe the historical, cultural, and social influences on youth during the decades of the 40's, 50's, 60's, and 70's; and
- Identify aspects of their own adolescence which may hinder or enhance their effectiveness in working with youth.

Session 2: Adolescent Development: Issues and Tasks of Early Adolescence

The goal of this session is to provide participants with an understanding of adolescents and the psychosocial stages of development in which they are involved. The session focuses on the tasks of adolescence based on Erik H. Erikson's model of human development as adapted and expanded by Newman and Newman.

Participants will be able to:

- Enumerate and describe the tasks of early and later adolesce
- Describe how alcohol and drugs may intervene both positively and negatively in the resolution of tasks; and
- Describe the kinds of problems and needs youth might encounter as they deal with each of the developmental tasks.

Session 3: Assessing for Comprehensive Treatment Planning

The purposes of this session are to acquaint participants with state-of-the-art research on assessment of adolescent alcohol involvement, to give participants a framework for conducting knowledgeable assessment, and to provide the opportunity to evaluate the adequacy of their own assessment instruments.

Participants will be able to:

Course Goals and Objectives

- Describe three phases of knowledgeable assessment and the key outcomes for each of thoses phases; and
- Assess strengths and areas for improvement in their own assessment instrument by applying an assessment schema introduced in the session.

Session 4: Designing Comprehensive Services for Youth

The goal of this session is to help participants become aware of the need for comprehensive services in treating youth with alcohol-related problems. Specific programs and services that respond to the needs of youth will be identified, and various administrative concerns related to effective program design are also discussed.

Participants will be able to:

- Describe why a comprehensive approach to treating youth with alcohol- or drug-related problems is important;
- Identify services and program activities needed to respond adequately to youth with alcohol-related problems;
- Identify various administrative concerns to be considered when designing services for youth;
- Assess their program's comprehensiveness in providing services for youth and identify areas of program weakness; and
- Describe the needs of children of alcoholic parents who have alcohol-related problems.

Session 5: Getting Started: Priority Setting for Program Planning

The goal of this session is to assist participants in assessing their own programs, setting priorities, and planning for areas or services they wish to implement, expand, or improve.

Participants will be able to:

- Identify program and administrative areas of their own programs which they plan to improve, expand, or implement;
- Plan for additional service components that will increase the scope of their programs to provice more comprehensive services for youth.

PLANNING ALCOHOLISM SERVICES:
A Basic Course in Assessment,
Program Design, Implementation, and Evaluation

SOURCE AND DATE: NCAE, December 1977

COMPONENTS:
Participant Workbook
Trainer Manual
Session Outline Cards

COMMENTS: Participant prerequisite: Each applicant must submit an alcoholism service related problem identified in conjunction with his/her supervisor. Work on application of planning skills to participant problems is the basis of the training program.

ACE credit recommendation: 2 semester hours in the lower division baccalaureate/associate degree or upper division baccalaureate category in behavioral science, human services or social work.

TRAINER REQUIREMENTS: Training skills and first hand experience with, or knowledge of, program development in the alcohol field; skills = expertise in setting up and managing training events; managing group dynamics and moderating group discussion. Recommendation = 2 trainers.

TARGET AUDIENCE: Staff in existing service agencies responsible for planning the development or expansion of program responsive to community alcohol service needs.

INSTRUCTIONAL MODE & SETTING: Trainer-led group instruction. Optimum number of participants - 20; large meeting room with 2 or 3 break out rooms. Length: 30 hours or 5 training days.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction and Welcome	trainer presentation; individual task; group discussion	70 minutes (plus 30 minutes option)
2. Planning and Community Involvement	trainer presentation; individual tasks; large group discussion	2 hours, 15 minutes
3. Assessment: Stating the Problem	lecturettes; discussion; individual tasks, small group tasks	2 hours, 40 minutes
4. Assessment: Collecting Data About the Problem	presentation; small group work; large group discussion; individual task; small group discussion	2 hours, 10 minutes

PLANNING ALCOHOLISM SERVICES: A Basic Course in Assessment, Program Design, Implementation, and Evaluation

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
5.	Assessment: Analyzing the Data for Decisions	presentation; individual reading and small group discussion; small group work; large group discussion	3 hours, 2 minutes
6.	Program Design: Setting Goals	trainer presentation; individual task; large group discussion	50 minutes
7.	Program Design: Specification of Objectives	self-instructional exercise; small group work; large group discussion; individual task; trainer presentation; individual reading	1 hour, 42 minutes
8.	Program Design: Choosing a Strategy	trainer presentation; small group work; individual work; large group discussion	2 hours, 40 minutes
9.	Program Design: Time-Phased Action Plan	trainer presentation; paired and small group work; large group discussion; individual work	1 hour, 55 minutes
10.	Implementation Program Management and Coordination	trainer presentation; individual work; large group discussion	1 hour, 52 minutes
11.	Program Evaluation	trainer presentation; individual task; small and large group discussion	2 hours, 4 minutes
12.	Completion of Preliminary Plan for Back Home Problem	trainer presentation; individual work; large group discussion	1 hour, 42 minutes (additional 30 minutes optional)
		Total:	Approximately 30 hours or 5 days' training

Course Goals and Objectives

Participants will understand and be able to apply a generic planning process in the development or expansion of community alcoholism-related services.

By the completion of the training program, participants will be able to:

- define and identify examples of all four components in the planning process; i.e., assessment, program design, implementation, and evaluation;
- define and identify examples of all the major activities in each of the four components of the planning process;
- use the planning process on a given community problem with a simulated community; and
- apply the planning process skills covered in this training program to an action plan for a problem area identified in advance by the participant and his/her supervisor.

Session 1: INTRODUCTION AND WELCOME

Particiants will:

- become familiar with the purposes and objectives of the training program; and
- establish a workable accommodation between their expectations and what is being offered in the training program.

Session 2: PLANNING AND COMMUNITY INVOLVEMENT

Participants will:

- identify two essential reasons for being aware of the community when planning for alcoholism services;
- cite at least two common difficulties in eliciting community cooperation on alcoholism service programs;
- list at least three kinds of individuals or groups in the community they will probably want to work with on activities to establish or expand alcoholism services; and
- specify a crucial ingredient for making certain that necessary community resources are used both effectively and efficiently.

Session 3: ASSESSMENT: STATING THE PROBLEM

Participants will:

- given a possible problem area from a simulated community, apply the first major step of a needs assessment to identify in clear and precise language at least one specific and distinct problem in the possible problem area; and
- apply the session learnings to their back home problem.

Course Goals and Objectives

Session 4: ASSESSMENT: COLLECTING DATA ABOUT THE PROBLEM

Participants will:

- describe the kinds of data required to adequately address a specific problem;
- identify kinds of sources from which the information can be extracted; and
- spell out ways the needed information can best be collected.

Session 5: ASSESSMENT: ANALYZING THE DATA FOR DECISIONS

Participants will:

- list three necessary steps in analyzing the collected data; and
- identify at least three bases for setting priorities and making decisions about problems.

Session 6: PROGRAM DESIGN: SETTING GOALS

Participants will:

- given problem statements based on the simulated community, write goal statements according to training program criteria; and
- write a goal statement responsive to their back home problem statements as formulated in the assessment sessions.

Session 7: PROGRAM DESIGN: SPECIFICATION OF OBJECTIVES

Participants will:

- identify the four essential elements of a program objective using the criteria provided in the training program;
- given a sample goal statement, write program objectives using the four criteria; and
- write a program objective for their back home problems.

Session 8: PROGRAM DESIGN: CHOOSING A STRATEGY

Participants will:

- apply the four basic steps provided by the training program in choosing a strategy; and
- complete and Agency and Community Resource Inventory.

Session 9: PROGRAM DESIGN: TIME-PHASED ACTION PLAN

Participants will:

- develop a time-phased action plan to carry out one of the major activities necessary for implementing a selected strategy.

Course Goals and Objectives

Session 10: IMPLEMENTATION: PROGRAM MANAGEMENT AND COORDINATION

Participants will be able to:

- o describe several management skills that can assist them in implementing a planned program; and
- o describe an information exchange channel that can be used to keep participating parties informed on the progress of an established plan.

Session 11: PROGRAM EVALUATION

Participants will:

- o identify three reasons for program evaluation;
- o identify three nonformal approaches to program evaluation;
- o complete an evaluation readiness checklist;
- o list one advantage and one disadvantage for each data-gathering technique described in the session;
- o list three advantages and three disadvantages of using an outside evaluator;
- o complete a set of evaluation worksheets for one objective of their back-home problems;
- o list three steps that would increase the objectivity of their evaluation effort; and
- o list three planning activities that would contribute to the effectiveness of their program evaluation.

Session 12: COMPLETION OF PRELIMINARY PLAN FOR BACK HOME PROBLEM

Participants will:

- o complete their preliminary or partial plan for attacking their back home problems.

PROGRAMMING COMMUNITY RESOURCES

A Training Program for Alcohol Program Administrators

SOURCE AND DATE: NCAE, June 1977

COMPONENTS:
Trainer Manual
Participant Workbook
Additional resources and reference books to be ordered. Information included in Trainer Manual.

COMMENTS:

TRAINER REQUIREMENTS: At least one year's training experience desirable; experience in small group techniques; some background in programming community resources. Additional trainer recommended when running more than two days.

TARGET AUDIENCE: Personnel from service delivery agencies who have the authority to represent their programs within the community, and have administrative authority to commit agency resources and services.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiential activities, workshops, discussions, and role plays. Optimum number of participants: 10-20; meeting room for 16-20; space for small group work. Length: 26 hours or 4 days' training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
UNIT I: COMMUNITY ASSESSMENT		
1. Overview of Community Assessment	small group discussion; audience reaction panel	1 hour
2. Data Profile I: Clients in Treatment	individual task assignments; large group feedback	1 1/2 hour
3. Data Profile II: Community Characteristics	individual task assignments within groups	2 hours
4. Target Problem Identification	individual tasks; sma-l and large group discussion	2 1/2 hours
5. (Community) Group Assessment Model	lecture; individual tasks	1 1/2 hours
6. (Community) Group Assessment Application	lecture; individual tasks	1 1/2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
UNIT II: NEGOTIATION SKILLS		
1. Overview of Negotiation	lecture w/flow chart; large group discussion; small group tasks and discussion	2 hours
2. The Diagnosis Stage: A Technique	lecture; self-instruction; small group discussion	2 hours
3. The Initial Contact Stage: A Preparation Technique	lecture; small and large group discussion; individual activities	1 1/2 hours
4. The Initial Contact Stage: A Strategy Guide	lecture; brainstorming; role playing; group observation and discussion	1 1/2 hours
5. The Group Problem-Solving Stage: The Experience	individual task work; small group discussion	1 hour
6. The Group Problem-Solving Stage: The Process	lecture; small group discussion and presentation to the total group	2 hours
7. The Group Problem-Solving Stage: A Technique	individual work; group discussion	1 hour
8. The Group Problem-Solving Stage: A Strategy	simulation exercise; large group discussion	1 1/2 hours
9. Application Task: A Negotiation Model	large group and small group work	1 1/2 hours
10. Application Task: Target Group Strategy	individual task assignments; large group discussion	2 hours
	Total:	26 hours or 4 days' training

Course Goals and Objectives

Participants will understand and apply the basic skills needed to

- ASSESS a community's alcohol related needs systematically and
- NEGOTIATE the collaborative involvement of community groups to solve alcohol-related problems.

They will demonstrate their assessment competencies by reexamining agency priorities and collaborative arrangements and by doing a comparative analysis of information on clients in treatment, the community at large, and national prevalence data.

They will demonstrate their negotiation capabilities by developing and practicing planning and implementation strategies that foster collaborative activities among community groups.

UNIT I: COMMUNITY ASSESSMENT

Session CA1: OVERVIEW OF COMMUNITY ASSESSMENT

Participants will understand the value of examining the makeup of their communities using a systematic community assessment procedure.

Participants will name the four basic assumptions upon which the community assessment series of exercises is based and explain briefly why they are important.

Session CA2: DATA PROFILE I: CLIENTS IN TREATMENT

Using only the data they can provide about their clients in treatment, participants will draw programmatically relevant conclusions about one population they are serving.

Session CA3: DATA PROFILE II: COMMUNITY CHARACTERISTICS

Participants will be able to:

1. describe their communities in terms of existing community assessment data (e.g., demographic, historic, etc.);
2. identify possible areas needing treatment services, by analyzing community characteristics.

Session CA4: TARGET PROBLEM IDENTIFICATION

Each participant will:

1. select for study a target problem group not previously addressed by existing services;
2. identify a resource group not previously enlisted listed for service.

Session CA5: (COMMUNITY) GROUP ASSESSMENT MODEL

Participants will analyze and describe themselves as a group, using the 12 elements of the Connor assessment procedure.

Course Goals and Objectives

Session CA6: (COMMUNITY) GROUP ASSESSMENT APPLICATION

Participant will analyze a selected problem target group by writing a description of it based on the Connor model of community assessment. The description must include:

1. a statement of the special nature of the alcohol abuse problem of the group decribed;
2. a notation of any information gaps encountered in assessing the group; and
3. a listing of resources (organizations, etc.) within the community that can assist in treating the alcohol abuse problem.

UNIT II: NEGOTIATION SKILLS

Session N1: OVERVIEW OF NEGOTIATION

Participants will demonstrate their awareness that a negotiation has a greater chance of bringing about collaboration and resolving conflict if prepared for systematically.

Participants will be able to:

1. describe a three-stage process of negotiation: diagnosis, initial contact, and group problem-solving;
2. compare negotiation and the use of power as alternative strategies for a confrontation type of conflict resolution.

Session N2: THE DIAGNOSIS STAGE: A TECHNIQUE

Participants will be able to:

1. describe the main elements of force field analysis;
2. diagram a past job-related problem, using force field analysis.

Session N3: THE INITIAL CONTACT STAGE: A PREPARATION TECHNIQUE

Participants will demonstrate understanding of the criteria for a clear goal statement and their ability to construct one by writing one goal expressing their intent in a future planned negotiation experience related to their work. Acceptance of the statement by their peers will be the indicator of acceptable performance.

Session N4: THE INITIAL CONTACT STATE: A STRATEGY GUIDE

Participants will identify at least five considerations that must be taken into account to prepare a complete negotiation strategy.

Session N5: THE GROUP PROBLEM-SOLVING STATE: THE EXPERIENCE

Participants will be able to identify some of the difficulties involved in group problem-solving once a collaborative effort has begun.

Course Goals and Objectives

Session N6: THE GROUP PROBLEM-SOLVING STAGE: THE PROCESS

1. Participants will apply a five-element group problem-solving model as a measure for examining the activities, discussions, and agreements that took place during the simulation exercise (Session N5).

2. Participants will identify consensus on methods of implementation, accountability, and evaluation as the critical aim of the group problem-solving process.

Session N7: THE GORUP PROBLEM-SOLVING STAGE: A TECHNIQUE

1. By participating in two different communications exercises, participants will be able to state the reasons for the discrepancies in the outcomes of the two exercises.

2. Participants will identify two indispensible activities involved in two-way communication that make it a more productive and satisfying form of communication than one-way communication:

   o question-asking and explanation and

   o listening.

Session N8: THE GROUP PROBLEM-SOLVING STAGE: A STRATEGY

Participants will identify successful and destructive strategies used in a conflict situation and select a problem-solving strategy that has the best chance of success.

Session N9: APPLICATION TASK: A NEGOTIATION MODEL

Participants will construct sample negotiation models which will take the form of checklists of reminder questions to be used as an aid in planning a negotiation strategy for use with the problem target group identified earlier.

Session N10: APPLICATION TASK: TARGET GROUP STRATEGY

Individually, participants will use a sample negotiation model to write a negotiation strategy for approaching and dealing with a specific resource group previously identified in the community assessment exercises.

SERVICES FOR ALCOHOLIC WOMEN: FOUNDATIONS FOR CHANGE

SOURCE AND DATE: NCAE, July 1979

COMPONENTS:
Trainer Manual
Resource Book
Session Outline Cards

COMMENTS: ACE credit recommendation: 3 semester hours in the lower division baccalaureate/associate degree or upper division baccalaureate category in behavioral science, human services or social work.

Must be taken in conjunction with Planning Alcoholism Services to receive credit.

TRAINER REQUIREMENTS: Two trainers, one female and one male. Both should be experienced group leaders/facilitators and well versed in women's issues and alcoholism treatment for women. Preferably, the female trainer should also have experience in the management of women's treatment programs.

TARGET AUDIENCE: Teams of two people from the same agency, one with decision-making responsibility for treatment services (e.g., program director, clinical supervisor, manager) and the other a person designated as women's treatment coordinator, a board or advisory group member, or a staff member with special interest in women's treatment.

INSTRUCTIONAL MODE & SETTING: Trainer presentation, large group discussion and exercises and activities in groups ranging from 2 to 5. Optimum total group size is 20. Course length: 16 hours. Ideally presented in 2½ consecutive days; adaptable to weekly or biweekly presentation in 1-3 hour sessions.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction and Program Overview	Small group exercises; large group discussion	3 hours
2. Alcoholism Treatment from the Woman's Perspective	Small and large group discussion; small group task; lecturette	3 hours, 15 minutes
3. Assessing Individual Programs	Large group discussion; dyads; small group discussion	3 hours
4. Selecting Priorities	Large group discussion; dyads	1 hour, 40 minutes
5. Strategies to Overcome Barriers	Large group discussion; small group discussion	2 hours
6. Involving Others	Large group discussion; small group task	2 hours, 20 minutes
7. Conclusion	Large group discussion; individual work	1 hour

Course Goals and Objectives

This training program is designed to enhance the capacity of treatment program decision makers to plan, implement, and monitor practices and services designed to meet the needs of alcoholic women.

The training program provides participants the opportunity to:

- measure the current state of their respective agency plans and/or programs for serving alcoholic women against a set of policies, practices, and procedures that appear to be effective in women's treatment.
- select some priorities for change in their respective agencies.
- develop a range of possible strategies to address the areas in their programs they identify as needing change.
- prepare for continuation of planning and implementation of identified changes upon return to their agency.

Session 1: INTRODUCTION AND PROGRAM OVERVIEW

The goals of this session are to establish an atmosphere conducive to learning and to familiarize participants with the rationale for the course and with the sequence of training activities.

By the end of this session, the participants will be able to:

- identify other participants by name and by other information they will have given about themselves.
- explain the rationale for the course.
- locate in their materials the course goal, objectives, and training activities schedule.

Session 2: ALCOHOLISM TREATMENT FROM THE WOMAN'S PERSPECTIVE

The goals of this session are to establish the important elements of an alcoholism treatment program, present the essential elements to consider in planning alcoholism treatment services for women, and present a rationale for the aspects of treatment particularly relevant to women.

By the end of this session, the participants will be able, given the major categories of a comprehensive alcoholism treatment program, to list at least two elements of each that are considered important in treating women with alcohol-related problems.

Session 3: ASSESSING INDIVIDUAL PROGRAMS

The goal of this session is to provide participants with a framework and a procedure for determining the extent to which their own programs are meeting the needs of women.

By the end of this session, the participants will be able to identify the strengths and weaknesses of their respective programs as they relate to the treatment of women, given a checklist of elements that are considered important for effective women's treatment.

Course Goals and Objectives

Session 4: SELECTING PRIORITIES FOR CHANGE

The purpose of this session is to provide participants an opportunity to analyze several program categories already identified for improvement and select from those one or more priorities for action.

By the end of this session, the participants will be able, given a set of feasibility guidelines and working in teams of two, to identify some priorities for implementing changes in their own treatment programs.

Session 5: STRATEGIES TO OVERCOME BARRIERS

The purpose of this session is to provide an opportunity for participants to develop a range of strategies to overcome the barriers to action they have identified in planning changes in women's treatment services.

By the end of this session, the participants will be able, using the Resource Book and suggestions from trainers and other participants, to identify a range of alternative strategies for each selected change.

Session 6: INVOLVING OTHERS

The purpose of this session is to provide participants an opportunity to prepare for continuation of the planning process at home through organizing and practicing an approach designed to involve others in planning improvement of alcoholism treatment services for women.

At the end of this session, participants will be able to prepare and practice an approach they will take upon return to their agency to involve others in further planning and implementation of the changes needed to improve alcoholism treatment for women. The approach should be relevant to a given treatment setting and community and in keeping with the considerations presented in training.

Session 7: CONCLUSION

A summary of the course will given. Participants will take part in the final evaluation activities and receive certificates of attendance (optional).

TRAINING ALCOHOLISM TRAINERS

A Program for Trainers in the Field of Alcoholism

SOURCE AND DATE: NCAE, 1977

COMPONENTS:
Trainer Manual
Participant Workbook
Resource Materials

COMMENTS: Resource Materials: Must be ordered; recommended for facilitator, optional but desirable for participants. Ordering information contained in Trainer Manual.
Emphasis on planning and design skills; some content on delivery.

ACE credit recommendation: 3 semester hours in the upper division baccalaureate or graduate category in adult education, human services, or social work.

TRAINER REQUIREMENTS: Support basic design and delivery procedures taught in package and be able to model them; track record in in-service education and training.

TARGET AUDIENCE: People who spend at least 50% of their time in training others.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiental activity, workshops, discussions, and role plays. Optimum number of participants: 16-20; Length: 40 hours or 9 days' training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation/Overview	lecture, discussion, group exercise	1 hour, 15 minutes
2. Basic Assumptions	lecture; small group discussion, panel	1 hour, 15 minutes
3. Design Task Assignment	lecture; discussion, small group activity	2 hours
4. Goal Analysis	lecture; individual task; large group discussion	1 hour
5. Organization Needs Analysis	lecture; small group discussion; panel; large group discussion	1 hour
6. Job Analysis	lecture; individual task; large group discussion	1 hour

TRAINING ALCOHOLISM TRAINERS: A Program for Trainers in the Field of Alcoholism

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
7. Organizing Design Resource Groups	lecture, small group discussion	1 hour
8. Performance Analysis I - Introduction	lecture; group discussion; question and answer	30 minutes
9. Performance Analysis II - Questionnaire	lecture; small group activity; large group discussion	1 hour
10. Performance Analysis III - Interviewing	lecture; role play; large group discussion	1 hour,45 minutes
11. Training Group Analysis	lecture; small group activity; large group discussion	1 hour, 30 minutes
12. Instructional Objectives	lecture; individual task; large group discussion	1 hour
13. Adult Learning Theory	lecture; brainstorming; individual exercise; small group discussion; panel	1 hour, 30 minutes
14. Methodology I	lecture; audience reaction panel; question and answer; individual task work	2 hours
15. Methodology II	lecture; listening team; small group exercise	1 hour, 30 minutes
16. Methodology III	lecture; small group discussion; large group discussion; panel	1 hour, 10 minutes
17. Content Validation	lecture; large group discussion	50 minutes
18. Design Task Evaluation I	lecture; dyad task	3 hours, 15 minutes
19. Design Task Evaluation II	small group discussion; presentation; large group discussion	1 hour, 15 minutes
20. Delivery: Overview	lecture; discussion; individual activity	6 hours, 30 minutes
21. Physical Learning Climate	lecture; discussion; individual task	1 hour, 15 minutes

TRAINING ALCOHOLISM TRAINERS: A Program for Trainers in the Field of Alcoholism

SESSIONS, UNITS, OR MODULES	*METHODS*		*TIME REQUIRED*
22. Psychological Learning Climate	lecture; group discussion; pair exercise		1 hour
23. Feedback I	lecture; individual and pair exercise; discussion		40 minutes
24. Feedback II	lecture; group dramatization; discussion		1 hour, 15 minutes
25. Small Group Skills	lecture; group dramatization; discussion; small group exercise		2 hours, 30 minutes
26. Delivery Task Presentation and Evaluation	presentations		40 minutes (per presentation)
		Total:	40 hours or 9 days' training

Course Goals and Objectives

Participants will understand and apply the fundamental skills needed to:

- design in-service alcoholism training; and
- deliver in-service alcoholism training.

They will demonstrate their design competencies by preparing and analyzing written training plans for specific target groups in accordance with a systematic design process (Unit I).

They will demonstrate their delivery capabilities by delivering and analyzing learning experiences in accordance with principles governing the selection and use of training methods for adult learners.

Session 1: ORIENTATION/OVERVIEW

At the end of the session the participants will be able to:

- identify correctly by name at least half of the other members of the training group and of the training staff;
- distinguish between the design and delivery skills goals; and
- relate the two goals to the overall training program sequence of events.

Session 2: BASIC ASSUMPTIONS

At the end of the session participants will:

- be able to name three of the underlying assumptions; and
- be able to relate one type of assumption to personal experience.

Session 3: DESIGN TASK ASSIGNMENT

At the end of the session the trainees will be able to:

- name the Design Task stages; and
- explain the four discrete steps within each stage of the TEPG planning process.

Session 4: GOAL ANALYSIS

Given a list of 20 goal statements, participants will be able to judge correctly whether 17 meet criteria for clearly stated goals.

Session 5: ORGANIZATION NEEDS ANALYSIS

By the end of the session participants will be able to name two ways in which their own job does or does not relate to the needs of their organization.

Course Goals and Objectives

Session 6: JOB ANALYSIS

By the end of the session participants will be able to:

- list areas of responsibility for their own jobs;
- compile a list of sequential behaviors necessary to accomplish a task of one job area; and
- assign minimal levels of acceptable performance for that task.

Session 7: ORGANIZING DESIGN RESOURCE GROUPS

By the end of this session, participants will have completed and analyzed a Self-Assessment Guide covering the following skills:

- Organization Needs Assessment
- Job and Performance Analysis
- Training Group Analysis
- Writing Learning Outcomes
- Curriculum Building
- Evaluation and Feedback

Session 8: PERFORMANCE ANALYSIS I - INTRODUCTION

By the end of the session participants will be able to describe the basic process of performance analysis.

Session 9: PERFORMANCE ANALYSIS II - QUESTIONNAIRE

By the end of the session participants will have analyzed a sample questionnaire and evaluate it by examining these four factors:

- form of response;
- place of question in overall sequence;
- the wording of the question; and
- the content of the question.

Session 10: PERFORMANCE ANALYSIS III - INTERVIEWING

Participants will demonstrate familiarity with interviewing technique by developing a plan for a role-play interview which takes into account factors specified in Handout 3 of this session:

- interview objective(s);
- topics that need to be covered;
- wording and sequencing of questions;
- interview introduction;
- setting and atmosphere; and
- interview style.

Session 11: TRAINING GROUP ANALYSIS

Participants will demonstrate their understanding by applying the following specified selection criteria for building sample training groups:

- common needs of learners;
- common interests of learners;
- mixed or shared characteristics; and
- time and resource constraints.

Course Goals and Objectives

Session 12: INSTRUCTIONAL OBJECTIVES

At the end of the session participants will be able to discriminate among objectives which do/do not meet these requirements:

- o state terminal behavior;
- o include performance conditions; and
- o give criteria for acceptable performance.

Session 13: ADULT LEARNING THEORY

By the end of the session participants will be able to:

- o name the four characteristics of adult learning; and
- o cite examples of learning activities that comply with the four characteristics.

Session 14: METHODOLOGY I

At the end of the session participants will be able to:

- o describe the differences between the major categories of training methods;
- o name the three kinds of learning outcomes; and
- o write learning objectives for each kind of learning outcome.

Session 15: METHODOLOGY II

By the end of the session the participants will be able to:

- o name four specific training techniques; and
- o describe the distinguishing characteristics and most appropriate use of each technique.

Session 16: METHODOLOGY III

By the end of the session participants will be able to:

- o name 10 of the 16 components of an ideal learning activity; and
- o relate those components to specific locations in the sample format.

Session 17: CONTENT VALIDATION

By the end of the session participants will be able to:

- o give reasons for validating sources of content; and
- o describe at least three kinds of sources that can be tapped in authenticating content.

Course Goals and Objectives

Session 18: DESIGN TASK EVALUATION I

By the end of the session participants will be able to rate their partner's Design Task according to evaluation guidelines.

Session 19: DESIGN TASK EVALUATION II

Participants will be able to evalute strengths and weaknesses of selected plans by comparing them to the processes described in the Training Event Planning Guide (TEPG).

Session 20: DELIVERY: OVERVIEW

By the end of the session participants will be able to:

- specify two areas of study in developing delivery skills; and
- select an area for practice.

Session 21: PHYSICAL LEARNING CLIMATE

Participants will be able to construct a Physical Learning Climate Checklist for their own future use in their own training environment using NCAE checklist as a guide.

Session 22: PSYCHOLOGICAL LEARNING CLIMATE

By the end of the session participants will be able to:

- name three of the five points in the openness continuum; and
- give an example of the kind of interview goal that can be best achieved through each of these three continuum points.

Session 23: FEEDBACK I

By the end of the session participants will be able to:

- distinguish between the three feedback levels of observation, inference, and feeling; and
- name three forms of environmental feedback not commonly noticed.

Session 24: FEEDBACK II

By the end of the session participants will be able to:

- name three of the five rules of giving feedback; and
- apply all five rules by critiquing a dramatization in which negative feedback is given.

Session 25: SMALL GROUP SKILLS

By the end of this session participants will be able to:

- o demonstrate their understanding of observation techniques by selecting appropriate examples from a group dramatization to illustrate communication patterns, group decision making, and group needs; and
- o analyze and evaluate intervention techniques suggested by trainee group for one resolution of a critical incident.

Session 26: DELIVERY TASK PRESENTATION AND EVALUATION

The goals of the Delivery Task presentation are to:

- o give the participants practice in using unfamiliar delivery techniques; and
- o give them experience in observing and evaluating delivery techniques of others.

USING VOLUNTEERS IN YOUR AGENCY

SOURCE AND DATE: NCAE, 1977

COMPONENTS:
Trainer Manual
Volunteer Program Development Guide (participant handbook)
Session Outline Cards
Filmstrip & Cassette "Eight"
Filmstrip & Cassette "Steps"
Volunteer Service Manual

COMMENTS: Masters for preparing handouts and overhead transparencies are included in Trainer Manual.

TRAINER REQUIREMENTS: Training skills and firsthand experience or knowledge in planning and management of volunteer programs as needed to conduct this program.

TARGET AUDIENCE: 1. Persons in alcohol service agencies who are or will be the volunteer coordinator for that agency. 2. Staff person in agency looking at the feasibility of establishing a volunteer program for that agency. 3. Agency boards of directors and agency staff may benefit from adapted portions.

INSTRUCTIONAL MODE & SETTING: Trainer-led group instruction with small group work and audiovisual presentations; training room large enough for group discussion; small group work; audiovisual presentations.
Length: 8 hours or one day's training.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Session 1:	Pros & Cons of a Volunteer Program	trainer presentation; individual activity; brainstorming exercise; small group discussion; large group discussion	2 hours, 30 minutes
Session 2:	Principles of an Effective Volunteer Program	filmstrip; large group discussion	1 hour, 30 minutes
Session 3:	Planning a Pilot Volunteer Program	filmstrip; small group dicussion; large group discussion	2 hours
Session 4:	Getting Started With Your Own Agency Program	individual work; small group discussion; large group discussion	2 hours
		Total:	8 hours or one day's training

Course Goals and Objectives

SESSION 1: PROS AND CONS OF A VOLUNTEER PROGRAM

The training goals for this session are to:

- establish an atmosphere conducive to learning and to free exchange among participants.
- inform participants of the training goals and the sequence of workshop activities in relationship to these goals.
- focus participants on the situation in their own agencies.
- familiarize participants with the range of reasons volunteer programs are and are not used in alcohol service agencies.

SESSION 2: PRINCIPLES OF AN EFFECTIVE VOLUNTEER PROGRAM

The training goals for this session are to:

- introduce participants to eight basic principles underlying the development of a successful volunteer program.
- relate these principles to the range of problems commonly associated with ineffective volunteer programs.

At the end of the session participants will be able to:

- list the eight basic principles for developing a successful volunteer program.
- describe at least two potential problems that could be avoided by observing each principle.

SESSION 3: PLANNING A PILOT VOLUNTEER PROGRAM

The training goals for this session are to:

- familiarize participants with the planning phases of developing a pilot volunteer program and the steps and tasks within each phase.
- Persuade participants of the need of comprehensive planning and its relationship to the success of pilot volunteer program.

At the end of the session participants will be able to:

- relate a given principle of effective volunteer program development to how the principle is put into practice in at least one phase of pilot program planning.
- describe relevance of one planning step to their own agency situation.

SESSION 4: GETTING STARTED IN YOUR OWN AGENCY PROGRAM

The training goal for this session is to:

- help participants gain additional insights into the problems involved in establishing or improving volunteer programs in their own agencies.

At the end of the session participants will have:

- analyzed the current status of their agencies regarding a volunteer program, using an agency assessment checklist and the Volunteer Program Development Guide (participant handbook).
- based on this analysis, have identified the first task they want to undertake on return to their own agencies and developed a plan to accomplish this task.

YOU, YOUTH, AND PREVENTION

SOURCE AND DATE: NCAE, April 1977

COMPONENTS: Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency (participant handbook)
Trainer Manual
Session Outline Cards
16 mm film (rental information in Trainer Manual)

COMMENTS:

Masters for preparing overhead transparencies and handouts are included in Trainer Manual.

TRAINER REQUIREMENTS: Training skills as well as experience in planning and managing prevention programs; skill in direction of role play and simulation activities; recommend cotrainers whose combined skills will meet requirement for subject matter expertise and the need for training skills.

TARGET AUDIENCE: Persons in alcohol service agencies who are responsible for planning and implementing prevention programs for youth. Knowledge of effects of alcohol use and abuse is prerequisite for this training program.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiential activity, role plays, case study or community simulation. Optimum number of participants: 20; training room large enough to accommodate 20 participants for large group discussion and audiovisual presentations; 4 small group work areas for task force simulation activity (Sessions 3 and 4)

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Exploring Concepts of Prevention	lecture; large group discussion; individual tasks	3 hours, 30 minutes
2. Improving Communication With Youth	lecture; film; large and small group discussion; role plays	3 hours, 30 minutes
3. Selecting a Problem Focus	lecture; individual tasks; small group tasks (community task force simulation); small and large group discussion	3 hours, 30 minutes
4. Selecting a Prevention Strategy	lecture; individual tasks; small group tasks (continuation of Session 3 simulation); discussion	3 hours, 30 minutes
	Total:	14 hours or 2 days' training

Course Goals and Objectives

The purpose of the course is to increase the number and quality of youth-oriented prevention programs that are implemented by alcohol service agencies.

Training objectives are to assist participants to:

- develop individual concepts of prevention that can be implemented in their own agencies;
- recognize and distinguish between attitudes toward youth, drinking, and youth drinking that will impeded and those that will promote effective prevention programming.
- recognize and distinguish between interpersonal communication styles that will impede or promote effectiveness in working with youth.
- identify and describe a problem focus for a prevention program that responds to identified community needs.
- identify and describe a prevention programming strategy appropriate in achieving the goal(s) of a program to meet these needs.

Session 1: EXPLORING CONCEPTS OF PREVENTION

Trainer goals are to:

- establish an atmosphere conducive to learning.
- inform participants of the training program goals and sequence of activities.
- familiarize participants with the Handbook and its contents.
- introduce the concept of prevention and the elements of a definition of prevention.
- show how these elements can be translated into prevention strategies.

Participant objectives are to:

- identify by name at least one-half of the participants and training staff members.
- list the goals of the training program.
- relate the goals to the sequence of training activities.
- specify the relationship between the Handbook and the training program content.
- identify the four key elements in any definition of prevention.
- define personal concepts of prevention.

Course Goals and Objectives

Session 2: IMPROVING COMMUNICATION WITH YOUTH

Trainer goals are to:

- impart an awareness of impediments to communication between adults and youth; and
- provide opportunities to practice and observe different styles of communication.

Participant objectives are to:

- identify helpful means of communication with youth;
- recognize negative attitudes towards youth (particularly towards teenage drinking) and other impediments to communication with youth;
- demonstrate helpful and blocking communication styles in a role play situation; and
- assess the effects of individual styles of communication.

Session 3: SELECTING A PROBLEM FOCUS

Trainer goals are to:

- introduce a process to help planning groups choose a problem focus for a prevention program; and
- give participants experience using these process skills in a simulated community setting.

Participant objectives are to:

- apply the consensus-seeking process in a simulated task force setting; and
- using this process, select a problem focus for a prevention program based on a set of community needs assessment data.

Session 4: SELECTING A PREVENTION STRATEGY

Trainer goals are to:

- explain the term "prevention strategy";
- provide information about current prevention programs; and
- give participants a simulated experience in choosing a prevention strategy for an already identified problem focus.

Participant objectives are to:

- define "strategy" and describe the various types used in prevention programs;
- cite examples of current programs and the strategies they use; and
- develop a feasible program strategy to meet goals of a prevention program.

OVERVIEWS OF COURSES FROM THE NATIONAL DRUG ABUSE CENTER

ADOLESCENCE: INTERVENTION STRATEGIES

SOURCE AND DATE: NDAC, November 1977

COMPONENTS:
Trainer's Manual
Participant's Manual
Personal Course Record and Resources
Film: "Everybody Rides the Carousel"

COMMENTS: ACE credit recommendation: 3 semester hours in the lower division baccalaureate/associate degree category in behavioral science, human services, or social work.

TRAINER REQUIREMENTS: 1. At least 2 years experience in group dynamics and task oriented training; 2. Personal investment in helping youth workers improve skills and self understanding; 3. As a team, the trainers individually or collectively should have: experience working with youth in prevention or mental health settings, sensitivity to current issues in working with youth, knowledge of developmental theory and adolescent development, the ability to conduct an assessment of a training population, and design and conduct an original three-hour module appropriate to the needs of that population.

TARGET AUDIENCE: Persons who have direct contact with youth on an individual or group basis in a service capacity (e.g., school personnel, scout leaders, church youth workers). This course is not for administrators, community organizers, or program planners, unless these persons wish to explore the content areas of the course.

INSTRUCTIONAL MODE & SETTING: The course involves small-group and individual exercises, lectures and discussion, and case studies. Length: 35 hours or 5 days' training; course may be delivered in 5 consecutive days or module-by-module over an extended period of time.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Modules		
1. Course Introduction	individual exercise; film; pre-test; small group exercises; discussion; reference list	3 hours, 10 minutes
2. Themes of Adolescence	lecture; discussion; group exercise; supplemental notes to the trainer; references and notes	3 hours, 20 minutes
3. Stereotyping and Labeling of Adolescents	small group discussion; trainer presentation; large group discussion; case study; optional role play exercise; stereotyping exercise; individual task; paired sharing; supplemental notes to the trainer	3 hours, 25 minutes
4. Self-Understanding	introductory presentation; group exercises (recall, positioning values); group discussion, situational role plays; individual exercise; paired discussion; alternative exercise for value identification; supplemental notes to the trainer	3-1/2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
5. Analytical and Decision-Making Skills	lecture; readings; individual exercise; group discussion; "decision-making checklist;" small or large group work (preferably, small); supplemental notes to trainer	6 hours, 40 minutes
6. Case Studies	trainer presentation; individual exercises; small group discussion; large group discussion; supplemental notes to the trainer	6 hours, 45 minutes
7. Mystery Module	individual exercise; mystery module option which requires lecture; pre-test; large group discussion; small group exercise; discussion and reports; role play	3 hours
8. Personal Learning Plan and Closure	large or small group sessions; optional exercise (leaving assessment inventory); individual exercise; facilitated discussion; post-test; supplemental notes to the trainer (If group is over 15-18 participants, recommend exercise be done in small groups.)	3-1/2 hours
	Total:	35 hours or 5 days training

Course Goals and Objectives

The course is intended to train youth workers to:

- develop a basic framework for understanding adolescence, including its developmental tasks and themes;
- develop a perspective on adolescents that encompasses an expanded group of behaviors in the "normative" ranges while respecting the uniqueness of each individual;
- make intervention decisions that are responsive to the developmental tasks of adolescence and that integrate relevant biological, psychological, and sociological influences;
- understand the impact of labeling and stereotyping on interacting with youth;
- increase self-awareness and appreciate the impact of one's own adolescent experience, values, and attitudes when working with youth;
- develop a conscious process and acquire increased skills in making intervention decisions with adolescents;
- conceptualize prevention and intervention issues in terms of facilitating the growth and development of the whole person as opposed to responding only to "problems" such as drug abuse.

Module 1: COURSE INTRODUCTION

The purpose of this module is to present the course description including goals, content, and methodology, to provide a forum for the sharing of participant expectations and learning needs, to set a climate that begins the process of building an effective learning environment, and to begin exploring the meaning of adolescence.

By the end of this module, each participant will be able to:

- state at least one reason for attending the course and at least one desired work related outcome of attendance;
- identify whether personal learning goals and the stated goals of the course coincide;
- write a personal definition for "adolescence";
- identify at least three components of the definition of adolescence as used in the course.

Module 2: THEMES OF ADOLESCENCE

The focus of this module is twofold. First, it is designed to provide a brief overview of the biological, sociological and psychological influences on adolescents and of the developmental tasks and themes of adolescence. Second, this understanding is applied to examining the ways in which participants and their programs respond (or do not respond) to these themes.

By the end of the module, participants will be able to:

- describe at least two sociological, biological and psychological influences on adolescents;
- describe and provide one example of at least four of Havighurst's ten developmental tasks;
- list at least one behavioral expression for each of the four themes of adolescence;
- list at least one personal and one programmatic response to the four themes of adolescence.

Course Goals and Objectives

Module 3: STEREOTYPING AND LABELING OF ADOLESCENTS

The purpose of this module is to examine the process of labeling and stereotyping adolescent behavior and the impact that this process has on adolescent development. It is concerned with the way adolescents are labeled by the society and the institutions they are a part of (e.g., family, school and friends), and focuses on the problems created for adolescents who are negatively labeled by society. (One of the underlying assumptions is that the participants of this training deal with youths who have been labeled in a negative way and who may have accepted some aspect of these negative labels as part of their own self image.) The module provies an opportunity for assessing possible strategies for working with adolescents in this situation, and looks at the important needs of a young person who has incorporated negative labels into his own self concept. This module also begins to examine participants' feelings about and responses to negative labels and to adolescent behaviors that fall into "negative" categories.

At the end of this module participants will be able to:

- distinguish between a label and a stereotype;
- describe at least two kinds of negative labeling experienced by adolescents;
- cite two examples of self-fulfilling prophecy;
- identify at least two possible outcomes for the adolescent who is labeled by family, friends, and/or schools;
- discuss one stragegy to use in approaching the adolescent who has accepted the concept of being no good (a bad person, a loser, etc.);
- identify three adolescent behaviors that evoke negative stereotypes from the participants (personally);
- identify one type of behavior that an adolescent may exhibit that fundamentally conflicts with the participants' personal values (i.e., his/her sense of right and wrong).

Module 4: SELF-UNDERSTANDING

The basic purpose of this module is for participants to understand clearly that a person's values impact his/her behavior. During this module, participants will be able to discover some specific values and beliefs they hold that influence their attitudes toward young people and the things young people do. Participants will not be able to get into an in-depth analysis of their values on their own adolescent experience during this module. The purpose is not to do values clarification per se: it is to recognize the importance of values and to begin to look at specific areas where individual values help or hinder one's work with youth.

At the end of this module participants will be able to:

- identify two personal beliefs and how they positively influence their behavior when working with youth;
- identify two personal beliefs and how they negatively influence their behavior when working with youth;
- describe a personal experience in which the success of an intervention, or difficulty with it, was related to value issued.

Course Goals and Objectives

Module 5: ANALYTICAL AND DECISION-MAKING SKILLS

The purpose of this module is to examine the *process* by which given situations are analyzed, (e.g., that of an individual adolescent, a family, a group, etc.) and decisions are made about intervention possibilities. Special consideration will be paid to the elements of a prototype framework for decision-making. Participants will compare their own decision-making process to the prototype. Opportunities will be provided for application of the prototype framework to a range of potential intervention situations.

Participants will evolve an updated analytical decision-making framework and personal learning goals for focus during the remainder of this training program.

Using the information provided in this module as criteria, by the end of this module participants will be able to:

- o list the elements of the prototype analytical framework;
- o state the elements of their prior decision-making methodology;
- o review a sample situation and describe the following:
    - a. six clues and cues evidenced in the person or situation
    - b. two relevant pieces of data about the person or situation under analysis
    - c. one way in which the clues, cues and data gathered have been influenced by participants own beliefs, knowledge and experience
    - d. the problem situation(s)
    - e. three forces potentially affecting the problem-solving process
    - f. one goal of intervention
    - g. two potential intervention possibilities
    - h. the match (or lack of match) between the desired goal and participants' skills
    - i. one decision about whether and how to intervene
    - j. one mechanism for evaluation of the decision made
- o demonstrate an awareness of the context in which decision-making occurs, and the interrelationship of the process and context by discussing two examples of these elements;
- o state a chosen element from the prototype framework on which they wish to focus attention for the duration of training.

Course Goals and Objectives

Module 6: CASE STUDIES

The purpose of this module is to integrate the learnings acquired thus far by analyzing and assessing individual case studies and developing a rationale and strategy for handling the particular situations described in the cases.

Participants will identify common problems and issues of the youth with whom they work. They will have an opportunity to analyze and share an actual case about a youth with whom they work. They will receive feedback from other participants and expand their awareness of resources and of themselves.

Participants will be able to:

- demonstrate preparation and understanding of at least two case studies by presenting a decision and rationale, answering the questions "What would you do?" and "Why?" regarding the issues of the case;
- list at least two problems they consider most difficult in working with their target population;
- list at least two resources or approaches (of which they have no prior knowledge) and provide an appropriate example of how the resources or approaches might be used.

Module 7: MYSTERY MODULE

Goals: According to your subject and goals.

Objectives: According to your chosen topic

Module 8: PERSONAL LEARNING PLAN AND CLOSURE

The purpose of this module is to provide a structured opportunity for the participants to review course learnings, compare the learning to their current skills and job functions, and develop an individualized Personal Learning Plan (PLP) that realistically reflects learning needs, limitations, resources and strategies.

Following the development of the PLP, participants will have an opportunity to verbally assess the course. Transferability of course learning to work setting and other issues of re-entry will be considered.

By the end of the module, participants will be able to:

- state three skills or concepts that they have learned or improved through course participation;
- describe two areas of strength in knowledge/skill;
- list three learning needs that have been identified as requiring further attention;
- delineate at least one area in which they would like to increase skills or knowledge and stipulate proposed mechanisms for doing this;
- state at least three specific impacts of training on their ability to work with adolescents;
- contribute to the on-going development and maintenance of the course by assessing their experience with course content, format and design.

ASSESSMENT INTERVIEWING FOR TREATMENT PLANNING

SOURCE AND DATE: NDAC, none specified

COMPONENTS: Trainer's Manual
Trainee's Manual
Videotape or audiocassette

COMMENTS: ACE credit recommendation: 2 semester hours in the lower division baccalaureate/associate degree category, or in the upper division baccalaureate category in behavioral science, human services, or social work.

TRAINER REQUIREMENTS: Experienced counselor, trainer, or supervisor, 1 trainer to 6 trainees

TARGET AUDIENCE: Drug abuse counselors

INSTRUCTIONAL MODE & SETTING: Trainer-led group activities: interviewing simulations, lectures, videotape (or audiotape) demonstration, discussions, and independent readings. Optimum training group size, 18; maximum, 24. One large-group meeting area and two small-group work areas are required.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Course Introduction	exercise; lecture; discussion	3-1/2 hours
2. Introduction: the Interview and Client Readiness	lecture; videotaped demonstration; discussion; small group practice; triads; large group discussion	3-1/2 hours
3. Developing the Interview and Client Relationships	lecture; videotape demonstration; discussion; exercise; role-play exercise in small groups; large group discussion	3-1/2 hours
4. The Interviewer: A Closer Look and Client Rationality	lecture; videotaped demonstration; discussion; small group discussion and practice, large group discussion	3-1/2 hours
5. Terminating the Interview and Client Resources	lecture; videotaped demonstration; small group practice and discussion; large group discussion	3-1/2 hours
6. Case History and Treatment Planning	lecture; discussion; individual work; small group discussion and practice; large group discussion	3-1/2 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
7. Confidentiality and Psychometric Tests	lecture; discussion	3-1/2 hours
		Total: 24-1/2 hours or 3-1/2 days' training

Course Goals and Objectives

Session 1: COURSE INTRODUCTION

The goals of this session are to begin the course by completing administrative and testing procedures and to give an overview of the major concepts of the course: the AIG and interviewing skills.

By the end of this session, each trainee should be able to:

A. Identify at least four psychological concepts described in the overall rationale and introduction to the chapter, Assessment Interviewing Guide (AIG).

B. List the four major content areas of the AIG

C. Identify at least three characteristics of an interview, for example:

1. Type of communication process
2. Contains objectives
3. Has a structure

D. Describe the purpose of conducting an assessment interview, for example:

1. Eliciting client information
2. Planning treatment
3. Satisfying Federal funding criteria

Session 2: INTRODUCING THE INTERVIEW AND CLIENT READINESS

The goals of this session are to develop the trainees' interviewing skills so that they can effectively conduct the introductory interview and to facilitate the trainees' understanding of the rationale for the questions used in Content Area 1, Readiness, of the AIG.

By the end of this session, trainees will be able to:

A. Demonstrate skills in initiating the interview.

1. Making personal introductions
2. Leading rapport-building conversation
3. Clarifying roles
4. Explaining the purpose of the interview
5. Setting expectations
6. Listening and observing
7. Explaining confidentiality

B. Identify at least two psychological concepts described in the rationale section on the client's readiness for treatment; for example, why it is important.

1. To assess the client's readiness for treatment
2. To make a distinction between internal and external pressures that brought the client to treatment

C. Identify at least two subareas within Readiness.

1. What brought the client to treatment?
2. What brought the client to this program?
3. Has the client had previous drug or other treatment experiences?

D. Identify at least one question the counselor may use within each subarea.

Course Goals and Objectives

Session 3: DEVELOPING THE INTERVIEW AND CLIENT RELATIONSHIPS

The goals of this session are to facilitate development of interviewing skills and to facilitate the understanding of Content Area 2, Relationships, of the Assessment Interviewing Guide.

By the end of the session, each trainee should be able to:

A. Identify at least two psychological concepts described in the rationale section on client relationships, for example:

1. The importance of assessing the client's capacity for forming lasting relationships
2. The relationship of the client's style of interaction to the treatment process

B. Identify at least two subareas within Relationships, for example:

1. Closest relationships
2. Family relationships
3. Home life
4. Institutionalization
5. Sexual relationships
6. Group relationships

C. Identify at least one question the interviewer may use to inquire about the subarea.

D. Demonstrate skill in the developmental phase of the interview; that is, in:

1. Sustaining a nonjudgmental attitute
2. Eliciting information appropriate to the AIG content area
3. Maintaining trust and rapport by listening and showing interest and by providing explanatory information.

Session 4: THE INTERVIEWER: A CLOSER LOOK AND CLIENT RATIONALITY

The goals of this session are to develop an awareness of how the trainees' own personal characteristics affect the interview and to facilitate the trainees' understanding of the rationale for the line of questioning used in Rationality (Content Area 3 of the Assessment Interviewing Guide).

By the end of the session, each trainee should be able to:

A. Identify at least two psychological concepts of Content Area 3, Rationality, for example;

1. Why it is important to know if a client experiences extreme mood swings
2. Why it is important to know how well the client controls strong feelings or impulses

B. Identify at least two subareas within Rationality, for example:

1. Is the client suicidal?
2. Does the client have the potential for violence?

C. Identify some of his own thoughts, feelings, behaviors, and attitudes that surface during an interview and affect it.

Session 5: TERMINATING THE INTERVIEW AND CLIENT RESOURCES

The goals of this session are to facilitate understanding of the skills required in terminating the interview and to help the trainees' understand the rationale for the line of questioning used in Content Area 4, Resources, of the Assessment Interviewing Guide

Course Goals and Objectives

By the end of the session, each trainee should be able to:

A. Identify at least two psychological concepts described in the rationale section on client resources, for example:

  1. Environmental factors that may help or hinder treatment
  2. Client strengths and weaknesses to be considered in planning treatment

B. Identify at least two subareas within Resources, for example:

  1. Employment
  2. Job skills
  3. Competencies

C. Identify at least one question the interviewer may use within the subarea

D. Demonstrate skills in terminating the interview, for example:

  1. Summarizing accomplishments
  2. Discussing expectations
  3. Making closing comments

Session 6: CASE HISTORY AND TREATMENT PLANNING

The goals of this session are to facilitate the trainees' understanding of the major elements of a written case history and the rationale for keeping records and to facilitate the trainees' understanding of the purposes and processes of treatment planning.

By the end of this session, trainees will be able to:

A. List the major elements of a written case history.

B. Identify the purposes of treatment planning.

C. Identify the personnel recommended for a treatment planning board.

D. Identify the expected outcomes of a treatment planning board meeting.

E. Identify the counselor's role in treatment planning.

Session 7: CONFIDENTIALITY AND PSYCHOMETRIC TESTS

The goals of this session are to develop the trainees' awareness of issues of confidentiality implicit in assessment interviewing for treatment planning and to provide basic information on a selected group of the most commonly used psychometric tests.

By the end of the session, each trainee should be able to:

A. Identify the counselor's role and responsibilities in maintaining the confidentiality of client records, for example:

  1. Distinguishing between written and oral disclosures
  2. Knowing the processes through which the disclosures must be made
  3. Knowing the procedures for storing, maintaining, and using written client records

B. Identify four types of psychometric tests: projective personality tests, objective personality tests, vocational tests, and intelligence tests.

BASIC MANAGEMENT SKILLS (Revised)

SOURCE AND DATE: NDAC, April 1979

COMPONENTS: Trainer's Manual
Participant Manual

COMMENTS: This course is a revision of Basic Management Skills previously published by NDAC. ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, management science, social work, urban studies, or administration.

TRAINER REQUIREMENTS: Experienced in both group dynamics and task-oriented training; 1 trainer per 10 trainees.

TARGET AUDIENCE: Upper, middle, and lower level drug abuse treatment and rehabilitation program managers.

INSTRUCTIONAL MODE & SETTING: Trainer-led lectures, role play, task group exercises, guided group discussions, and individual reading assignments. Optimum training group size: 20. Facilitates large and small group interactions and provides time to practice skills used on the job. Length: 33-1/2 hours; ten modules, each approximately 3-1/2 hours long. May be delivered in two module segments over an extended period of time or be incorporated as part of a credentialing program.

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
I. Orientation and Overview	pretest; exercise; lecture	3-1/2 hours
II. Management Functions	exercise; lecture; discussion	3-1/2 hours
III. Management Theories	lecture; discussion; exercise	4-1/2 hours
IV. Management Systems	lecture; exercise	2 hours
V. Planning Process	exercise; discussion	3-1/2 hours
VI. Decision Making	lecture; exercise	3-1/2 hours
VII. Conflict Management	lecture; exercise	3-1/2 hours
VIII. Personnel Issues	lecture; discussion; exercise	3-1/2 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
IX. Action Plans	individual and group exercises	3-1/2 hours
X. Closing Activities	exercise, posttest	1-3/4 hours

Course Goals and Objectives

The goals of this management course are to help participants to:

- Become familiar with management capabilities and the functions of management in relation to the provision of treatment services;
- Become aware of certain management behavior that derives from adhering to or believing in specific management theories;
- Define management within the context of a system;
- Become aware of the need for and process of planning in relation to managing a drug abuse treatment and rehabilitation program;
- Write specific program objectives;
- Recognize how decision making affects the management and operational aspects of a drug abuse treatment and rehabilitation program;
- Become familiar with various styles of behavior in conflict situations, to identify personal styles of behavior in conflict situations, and to experience an effective conflict management behavioral style;
- Become familiar with personnel issues that influence a worker's attitude toward management;
- Develop initial plans to improve aspects of their individual programs.

Module I: ORIENTATION AND OVERVIEW

By the end of this module participants will be able to:

- Match one training program goal with the module that corresponds to it.
- Identify correctly by first name the training staff and at least half of the participants.

Module II: MANAGEMENT FUNCTIONS

Upon completion of this module, participants will be able to:

- Define management within a systems context.
- Identify the three capabilities needed by a manager.
- Identify at least four of the six managerial functions.
- Identify at least two activities which illustrate each of the six functions of management.

Module III: MANAGEMENT THEORIES

Upon completion of this module, participants will be able to:

- Identify at least one key element in the theory of at least four theorists.
- Identify at least three examples of management behavior that derive from adherence to or belief in one of the theories presented.
- Describe their own management style within the framework of the model presented.

Course Goals and Objectives

Module IV: MANAGEMENT SYSTEMS

Upon completion of this module, participants will be able to:

- Construct a model of a closed loop system, using inputs, outputs and feedback as part of their design.
- Give examples of "inputs," "outputs," and "feedback" using their own program items and locations.

Module V: PLANNING PROCESS

At the end of this module, participants will be able to:

- Specify a program objective that is specific, measurable, and time phased.
- List the three phases of the planning process.
- Demonstrate an understanding of the planning process by developing a plan in response to a specific situation.

Module VI: DECISION MAKING

Upon completion of this module, participants will be able to:

- Identify at least three of the six methods by which decisions can be made.
- Give an example of specific circumstances when each method would be most appropriate.
- Define consensus and identify at least two behaviors which facilitate the consensus process.
- Identify the relationship between the decision making methods used and the styles of management discussed in Module III.

Module VII: CONFLICT MANAGEMENT

Upon completion of this module, participants will be able to:

- Identify two of the four kinds of conflict.
- Identify their attitude toward conflict.
- Identify their personal style(s) of behavior in conflict situations.
- Define the behavioral style most likely to result in positive management of conflict.

Module VIII: PERSONNEL ISSUES

Upon completion of this module,participants will be able to:

- Complete a listing of tasks for any occupation in their organizations.
- Discriminate between a concrete, measurable performance standard and a vague one.
- Describe steps to a performance appraisal of a staff member.
- Give positive and negative feedback on job performance matters in a clear, concrete, and comfortable manner.

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Course Goals and Objectives

Module IX: ACTION PLANS

Upon completion of this module, participants will be able to:

- o Use information and materials from Module V and VIII.
- o Develop a plan that specifies goals, needs, objectives, and at least two possible alternative actions combining a major program problem or need.
- o Review plans of other member of their group and assess their adequacy.

Module X: CLOSING ACTIVITIES

Upon completion of this module, the participant will be able to:

- o Describe learnings they achieved in this course.
- o Describe ways these learnings apply to their job and professional goals.

THE BASIC SUBSTANCE ABUSE COUNSELOR'S TRAINING PROGRAM

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer's Manual
Resource Manual
Videotape for Unit B

COMMENTS: The current version of this course does not include Unit A, Overview of Substance Abuse.

TRAINER REQUIREMENTS: Clinical and training experience.

TARGET AUDIENCE: Little or no formal academic training; 6 months to four years experience.

INSTRUCTIONAL MODE & SETTING: Trainer-led residential course. Length: Unit B, 5 days; Unit C, 3 days. The course designers recommend "cooking time" between the delivery of Units B and C (3 to 4 weeks apart). A large-group training room and several small rooms are required. Ratio of facilitators to participants, 1 to 8.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit B: Individual Counseling Skills		
1. Introduction and Assessment	pretest; course orientation; self-assessment and getting acquainted exercises	4 hours
2. The Whole Self	trainer presentation; discussion	2 hours
3. Free Theatre	nonverbal exercises; small group	2-1/2 hours
4. Somatic Awareness	exercises; discussion	45 minutes
5. Sociological Imprints	trainer presentation; small group	5-1/2 hours
6. Principles of Behavior Change	trainer presentation; videotape viewing; small group	3-1/4 hours
7. The Six Selves	individual task; small group discussion	2-1/2 hours

THE BASIC SUBSTANCE ABUSE COUNSELOR'S TRAINING PROGRAM

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
8. Counseling Practicum	practicum; discussion	2-1/2 hours
9. Cognitive and Affective Closure	lecture; discussion; post-test	4-1/2 hours
	Total:	26 hours - 45 minutes or 5 days' training
Unit C: Client Management		
1. Orientation	pretest and orientation lecture	1 hour
2. Program Diagnosis	small group discussion	2-1/2 hours
3. The Rehabilitation Process	trainer presentation; small group discussion	3 hours
4. Intake and Assessment	trainer presentation; case study	2 hours
5. Treatment Planning	trainer presentation; small group task	3 hours
6. Confidentiality/Ethical Considerations	trainer presentation; small group discussion	1-3/4 hours
7. Community Organization	trainer presentation; small group exercise; individual action plans	5 hours
8. Closure	rap-up lecture; post-test; trainer designed group closure activity	2 hours-15 minutes
	Total:	20-1/2 hours or 3 days' training

Course Goals and Objectives

This unit is designed to place substance abuse counseling in an operational perspective, so that the counselor will be able to:

- recognize his or her own attitudes and values and the affect these may have on counseling;
- better understand the attitudes and values of others;
- understand the principles of behavior change in the counseling situation;
- apply himself or herself more fully as a counseling resource.

Module 1: INTRODUCTION AND ASSESSMENT

Module 1 is designed to stimulate discussion about individual growth and counseling principles. Participants' concerns about individual counseling will be identified and shared with the training group.

Upon completion of the activities in this module, participants will be able to:

- share impressions of the person interviewed with the training group;
- identify at least one personal concern about counseling;
- express a concern about counseling that is felt by at least one other participant.

Module 2: THE WHOLE SELF

The discussion in Module 2 focuses on interrelationships among the three aspects of an individual: the mental, physical, and spiritual. The classical Eastern and Western theories of the individual are compared and contrasted and then examined in terms of their implications for counseling. During this process participants have an opportunity to examine their own ontological assumptions and the role these play in determining one's attitude as a counselor.

At the conclusion of this module, the participants will be able to:

- explain the concept of mental, physical, and spirtual balance;
- name two limitations in the Western, or linear, view of human problems;
- list three advantages of approaching clients from the perspective of the "whole person."

Module 3: FREE THEATRE

"Free theatre" is an exercise in risk-taking and nonverbal communication. It is designed to help group members feel closer to one another and to help participants understand the importance of a client's nonverbal expressions. By experiencing the nonverbal expression of emotions the participant will be better able to perceive the significance of his or her clients' nonverbal expressions.

At the end of Module 3, participants will be able to:

- identify two feelings that they experienced when responding nonverbally to the "free theatre" exercise;
- identify which role made them feel most comfortable;
- identify which role made them feel most uncomfortable.

Module 4: SOMATIC AWARENESS

Somatic awareness refers to awareness of the body. Module 4 is designed to bring the physical, spiritual, and mental elements of the training into harmony. The activities, such as yoga, meditation, and breathing exercises, are based on Eastern philosophies and practices and on Reichian theories of body processes and their relation to spiritual and mental health.

At the end of Module 4, participants will be able to:

- state the importance of body awareness as it relates to counseling;
- demonstrate three methods of physical and psychological centering;
- explain two ways to help clients by using somatic techniques.

Module 5: SOCIOLOGICAL IMPRINTS

The most valuable resource that a counselor brings to the counseling situation is himself or herself. But implicit in this is also its corollary: the counselor can also be the most damaging element in the therapeutic situation, especially if the counselor's own values and attitudes are imposed on the client. Each person's values and attitudes are derived from the positive and negative experiences of life. A counselor must learn to recognize his or her own "imprinted" values and attitudes and be aware that clients have their own imprints that affect their behavior.

In this module, attitudes and values are explored to help participants understand themselves and others. Because deeply imprinted values are often the most compelling as well as the most obscure, the activities in this module may be more intense than those in previous modules. They should help establish a climate conducive to the intensive growth activities in later modules.

At the end of the module, participants will be able to:

- explain the importance to the counseling situation of understanding one's own imprinted values and attitudes;
- explain the importance to the counseling situation of being aware of clients' imprints;
- explain two ways that imprints may be used positively in the counseling situation;
- identify three imprinted values or attitudes of which they were previously unaware;
- identify three values and attitudes imprinted on others of which they were previously unaware.

Course Goals and Objectives

Module 6: PRINCIPLES OF BEHAVIOR CHANGE IN COUNSELING SITUATIONS

A codification of the principles of behavior change is presented in Module 6. Within the context of these principles, particular counseling methods and techniques are examined. The work of some major therapists and schools of therapy is considered, but no specific counseling techniques are espoused or rejected.

At the end of this module, participants will be able to:

- name seven principles for behavior change in the counseling situation;
- describe the difficulties that can be encountered when one of the principles of behavior change is overlooked;
- present a critique of at least one major counseling technique within the context of the principles of behavior change.

Module 7: THE SIX SELVES

In this module, participants will attempt to depict the six aspects of themselves: their physical, emotional, spiritual, intellectual, public, and private selves. Consideration of each aspect will provide a more thorough understanding of the total self. This understanding can be helpful in the therapeutic process.

Participants will also be able to compare their self-perceptions with the perceptions others have of them. This will help them develop self-awareness and an understanding of how others perceive them.

At the end of this module, each participant will be able to:

- name the six aspects of the self;
- identify three areas in which self-perception is either the same as others' perceptions of him or her or is different from these;
- describe two advantages of being aware of unadmitted aspects of a client's self.

Module 8: COUNSELING PRACTICUM

In Module 8, participants will be able to practice counseling skills and to give and receive feedback on the use of these skills.

At the end of this module, the participants will be able to:

- identify two areas in which they can improve their counseling skills;
- cite two strengths they have as counselors;
- identify at least one area of strength for each member of their practicum group;
- give constructive feedback (according to the guidelines in this module) to members of their practicum group, including at least one specific suggestion to each person on an improvement that could be made in his or her counseling technique;

- define the seven steps of behavior change citing specific counseling strategies that might be used to accomplish each step;
- demonstrate the ability to apply the principles of behavior change in the individual counseling situation.

Module 9: COGNITIVE AND AFFECTIVE CLOSURE

In this module, participants will review the material presented in Unit B and preview the information in Unit C. Module 9 includes: (1) a review of the seven principles of behavior change; (2) cognitive and affective closure of the static groups; (3) the posttest; (4) a review of the major concepts presented in Unit B and a discussion of how participants can use these in their work situations and personal lives; (5) an overview of Unit C and an explanation of the written homework assignment for that unit; and (6) an opportunity for each member of the training group to express feelings to any other member.

At the end of this module, participants will be able to:

- demonstrate an increase in knowledge according to the seven cognitive objectives for Unit B (See Training Objectives, p. 3);
- demonstrate a statistically significant attitudinal change in at least 75 percent of four designated areas (See Training Objectives);
- demonstrate an acceptable level of skill in three areas as judged by the trainers (See Training Objectives);
- identify at least two personal imprints and their affects on current situations and relationships;
- identify at least two ways to improve counseling skills or to use the seven principles of behavior change;
- express the concepts presented in Unit B and how these concepts will affect behavior in the work situation;
- express a basic understanding of the content and process of Unit B;
- express their feelings at the end of Unit B to another member of the training community or state that they are unable to express such feelings;

Course Goals and Objectives

This unit is designed to place client management and program practices into an operational perspective so that the counselor will be able to:

- distinguish between therapeutic and nontherapeutic processes;
- identify areas of policy and practice that reduce the effectiveness of programs;
- construct more effective therapeutic environments;
- develop appropriate therapeutic goals for clients with the clients' assistance;
- understand methods for implementing program and community change;
- develop an action plan for change in his or her own substance abuse program

Module 1: ORIENTATION

Module 2: PROGRAM DIAGNOSIS

This diagnostic experience is designed to help each participant understand what happens to a client in his or her program. Participants are asked to identify each point at which a decision is made, who makes the decision, and upon what criteria the decision is based concerning the client; this information becomes the basis for discussion throughout this module and is referred to during the training.

At the end of this module, participants will be able to:

- identify three points in their programs where the staff makes a decision about the client's treatment program;
- explain the criteria on which client-oriented decisions are based;
- identify the decision makers in their programs.

Module 3: THE REHABILITATION PROCESS

The process of rehabilitation is discussed in Module 3. Many errors that are often seen in rehabilitation programs are examined, as are some practices that seem to yield positive results.

At the end of this module, participants will be able to:

- identify three errors commonly made in rehabilitation programs;
- explain the concepts of "middling" and "picking-off" of program staff and explain two ways to avoid these problems;
- identify at least two client management problems that should be considered in staff meetings;
- explain the need for careful organization and monitoring of the intake and assignment processes.

Module 4: INTAKE AND ASSESSMENT

The screening process, through which clients are admitted to a program and assigned to a particular counselor or method of treatment, is examined in Module 4. The types of information that must be obtained during this process are identified and assessed.

At the end of this module, participants will be able to:

- o identify three items of importance in the intake process;
- o demonstrate an operational understanding of the intake process by identifying important intake information contained in a case study;
- o name three types of unnecessary information often gathered during the intake process.

Module 5: TREATMENT PLANNING

The importance of an individualized treatment plan and the methods by which one may be developed are considered in Module 5. Participants will develop treatment planning criteria and will work in teams to design a treatment plan.

At the end of this module, participants will be able to:

- o identify three modes of treatment and explain the criteria for placing a client into that mode;
- o state two advantages of treatment teams;
- o explain the advantages of negotiating a treatment plan with a client;
- o state two reasons why programs must be flexible in their expectations of clients.

Module 6: CONFIDENTIALITY AND ETHICAL CONSIDERATIONS

In this module, two fundamental aspects of the counseling relationship--confidentiality and the ethical considerations--are discussed. The federal regulations are reviewed and the group discusses ethical issues involved in helping an individual restructure his or her life.

At the end of this module, participants will be able to:

- o outline the major aspects of the federal regulations in the confidentiality of alcohol and drug abuse patient records;
- o state three ethical considerations for substance abuse counselors.

Module 7: COMMUNITY ORGANIZATION

In Module 7 participants have an opportunity to consider aspects of working with organizations to identify and approach possible resources. Each participant will also have an opportunity to develop an action plan for change in his or her own program that is based on the principles for community organization.

At the end of this module, participants will be able to:

- o name three aspects of physical staging that can be used advantageously;
- o cite two positive uses of language adaptation;
- o cite two negative aspects of poor language use;

Course Goals and Objectives

- identify procedures for working with boards and committees that increase the probability for successful negotiations;
- state the major qualification of a community organizer;
- develop an action plan for change in their programs;
- describe two considerations in approaching potential resources to better insure cooperation;
- explain the importance of using resources that are available, accessible, and acceptable to the client.

Module 8: CLOSURE

In Module 8 the training course is brought into perspective. A contextual review of the design and of the considerations leading to that design will help participants understand the process they have experienced.

At the end of this module, participants will be able to:

- demonstrate an increase in knowledge on addictions and counseling in terms of the four cognitive training objectives for Unit C (See Training Objectives, Unit C, page 3);
- demonstrate a statistically significant attitudinal change in two attitudes specified in the Training Objectives, Unit C;
- show that they have assessed client intake data, written a treatment plan, and selected modes of treatment;
- show that they have developed an action plan for change in their program or community;
- describe the rationale of the training process for the Individual Counseling Skills Training Course;
- name two ways that the design of the course allowed their individual needs to be met.

BUDGET MANUAL

SOURCE AND DATE: NDAC, 1977

TRAINER REQUIREMENTS: Not applicable.

COMPONENTS: Budget Manual

TARGET AUDIENCE: Not specified.

COMMENTS: This document was prepared for the Illinois Dangerous Drug Commission and is being distributed by the NDAC.

INSTRUCTIONAL MODE & SETTING: This is a step-by-step manual or guide to the budgeting process. Exhibit materials are included.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
TABLE OF CONTENTS		
Introduction to Budgets		
Implementation Considerations		
Glossary of Terms		
Steps in Budgeting		
I. Identification of Programs		
II. Identification of Services		
III. Forecast of the Number of Service Recipients		
IV. Historical Services Per Service Recipient		

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
V. Review of Additional Factors Affecting the Number of Services Per Service Recipient		
VI. Total Forecasted Volume of Services		
VII. Service Capacity		
VIII. Classification of Expenditures		
IX. Determination of Direct Variable Expenses		
X. Determination of Direct Fixed Expenses		
XI. Determination of Indirect Expenses		
XII. Fringe Benefits and Inflation		
XIII. Allocation of Indirect Expenses		
XIV. Determination on In-Kind Services		
XV. Determination of Capital Expenditures		
XVI. Total Line Item Budget and Cost of Services		
XVII. Forecast of Revenue		
XVIII. Reconciliation of Personal Services		
XIX. Reconciliation of Revenues with Expenses		
XX. Cash Flow Budget		
XXI. Use of Budget Data		

COMMUNICATION AND PARENTING SKILLS

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Two books:
Leader Guide and
Parent Workbook

COMMENTS: Homework includes reading and/or written exercises--included in Parent Workbook.

TRAINER REQUIREMENTS: "Leadership skills" - may be free lance professional or Communication and Parenting Skills graduate; must be experienced in leading similar groups in communcation skill training.

TARGET AUDIENCE: Parents

INSTRUCTIONAL MODE & SETTING: Facilitated, group-experiential learning; emphasis on skill practice. Group meeting room must be large enough for small group and dyad work: once per week over nine weeks' time. Optimum number of participants: 10 - 12.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit I - Introduction: Setting Goals		
Session 1 - The Importance of Quality Family Relationships	exercise. trainer presentation; discussion; homework	2 hours
Unit II - Communication in the Family		
Session 2 - Good Listening	review homework; trainer-led discussion; skill modeling; written exercise; role plays; homework	2 hours
Session 3 - Empathic Responding	review homework; role pla,s; discussion; skill modeling; written exercise; homework	2 hours
Session 4 - Giving "I-Messages": Your Own Feelings	review homework; trainer presentation; modeling; written exercise; small group practice; role play; discussion; homework	2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit III - Problem Solving in the Family		
Session 5 - Anticipatory Decision Making	review homework; trainer presentation; group discussion; small group practice; role modeling; discussion;homework	2 hours
Session 6 - Positive Guidance	review homework; trainer presentation; discussion; small group work; role modeling; homework	2 hours
Unit IV - Drug Education in the Family		
Session 7 - Teaching Your Child About Drugs and Alcohol	review homework; trainer presentation and discussion; exercise; modeling; film (optional); group discussion; homework	2 hours
Session 8 - Your Values and Drug Use	review of homework ; dyad discussion; large group discussion; role play; written exercise; homework	2 hours
Unit V - Conclusion: Assessment of Goal Attainment		
Session 9 - You're On Your Own	review homework; discussion; role play; written exercise; small group work; group discussion	2 hours
	Total:	18 hours (9 - 2-hour sessions

Course Goals and Objectives

Unit I - INTRODUCTION: SETTING GOALS
Session 1: THE IMPORTANCE OF QUALITY FAMILY RELATIONSHIPS

Goals:

A. To develop a sense of group identity and initial group cohesiveness.

B. To help parents understand how the course can enhance the family--both for children and for parents.

C. To help parents understand the relationship between quality family relationships and prevention of substance dependency.

D. To help parents identify and define their own goals for change in their families.

Behavioral Objectives:

A. Parents will discuss how this course may be able to help them as a parent.

B. Parents will share their experiences by citing examples of problems or concerns they have in their relationships with their children.

C. Parents will identify what they would like to change or improve in relationships with their children, the target child in particular.

Unit II - COMMUNICATION IN THE FAMILY
Session 2: GOOD LISTENING

Goals:

A. To sensitize parents to the concept that communication is listening as well as talking.

B. To educate parents to listen for feelings and personal meanings as well as ideas.

C. To teach parents to accurately label feelings in parent-child situation.

Behavioral Objectives:

A. Parents will discuss the concepts of good listening and empathy.

B. Parents will identify feeling words.

C. Parents will identify feelings in parent-child situations.

D. Parents will use short feeling responses in given parent-child situations.

Session 3: EMPATHIC RESPONDING

Goals:

A. To teach parents how to summarize the main theme or underlying message in a child's communication.

B. To teach parents how to communicate their understanding and acceptance of the child's feelings.

Behavioral Objectives

A. Parents will use short feeling responses in given parent-child situations.

B. Parents will use complete empathic responses in parent-child situations.

Session 4: GIVING "I-MESSAGES": YOUR OWN FEELINGS

Goals:

A. To help parents become more aware of their own feelings and needs in living with their children.

B. To teach parents the meaning and usefulness of "I-Messages."

C. To teach parents to use "I-Messages" appropriately.

Behavioral Objectives:

A. The parent will be able to define and explain the uses of "I-Messages" verbally and/or in written form.

B. Given a stimulus statement, the parent will be able to respond with an appropriate "I-Message" four out of five times.

Unit III - PROBLEM SOLVING IN THE FAMILY
Session 5: ANTICIPATORY DECISION MAKING

Goals:

A. To teach parents how to recognize and analyze a potential problem and how to select the appropriate decision-making strategy for preventing or alleviating it.

B. To teach parents how to exert environmental control to change the environment for alleviating or avoiding problems by better meeting the needs of the child.

C. To teach parents to plan for and provide alternatives as one method of problem prevention.

D. To teach parents the use of advance planning as a problem prevention and problem-solving strategy.

E. To encourage parents to include the child in the decision-making and final structuring processes as much as possible and to model and use the decision-making process with the child.

Behavioral Objectives:

A. Given a parent-child situation, the parent will use the A-D-M Flow Chart to analyze the problem and apply suitable decision-making strategies for structuring the problem.

B. Using an example from her or his own home experiences, the parent will be able to describe how she or he can use A-D-M to prevent or alleviate the problem.

C. The parent will be able to identify positive goals for the child where no problem exists and will be able to apply A-D-M skills to plan how to shape the situation to encourage the child to attain those goals.

Session 6: POSITIVE GUIDANCE

Goals:

A. To broaden parents' understanding of the concept of discipline in the context of problem-solving in the family.

B. To sensitize parents to possibilities for positive guidance in their families.

C. To teach parents how to implement positive guidance through the use of logical consequences, proper timing and use of house rules, and encouragement.

D. To suggest to parents the constructive utility of the Family Meeting as a regular setting for teaching Anticipatory Decision-Making and Positive Guidance to children.

Behavioral Objectives:

A. Parents will define discipline in positive, educational terms.

B. Parents will distinguish punishment from positive guidance.

C. Parents will analyze a personal problem situation, identify the desired behavior, logical consequences, and preferable behaviors to encourage, and will formulate a plan of action to carry it out.

D. Parents will define conditions under which a house rule may be necessary and will be able to formulate effective house rules.

E. Parents will indicate a willingness to try out the Family Meetings.

Unit IV - DRUG EDUCATION IN THE FAMILY
Session 7: TEACHING YOUR CHILD ABOUT DRUGS AND ALCOHOL

Goals:

A. To help parents become aware of their important role in actively teaching their children how to use drugs wisely.

B. To sensitize parents to the fact that drugs are an integral part of our society and to be concerned with the use of alcohol, tobacco, and prescription drugs as well as with the use of illicit drugs.

C. To make parents aware of how much children learn and adapt in their behavior through observation of the parents' behavior.

D. To give parents actual practice in teaching about drug use through role play.

Behavioral Objectives:

A. Parents will identify diverse situations in our society in which drugs of various kinds play a role; further, they will be able to identify the messages such situations hold for children as well as for adults.

B. Parents will recognize their modeling influences on their children, particularly in relation to expression of feelings, coping with feelings, and using drugs.

Course Goals and Objectives

C. Parents will be able to identify teachable moments.

D. Parents will be able to suggest direct teaching responses to drug and alcohol practice situations.

Session 8: YOUR VALUES AND DRUG USE

Goals:

A. To encourage parents to explore and examine their own values and opinions about drugs and drug use.

B. To sensitize parents to their own drug use since their use habits serve as a model for their children.

C. To help parents examine their own behavior and decide if they are modeling as they would like to for their children.

D. To give parents additional practice in direct teaching skills for educating and communicating their attitudes and beliefs about drugs and alcohol to their children.

Behavioral Objectives:

A. Parents will identify and state their own drug use habits, motivations, and values.

B. Parents will discuss whether what they are modeling is consistent with what they wish their children to learn.

C. Parents will identify changes they might make in their own behaviors in order to positively model for their children and to be more congruent with their own values.

D. Parents will integrate their emerging self-understanding into Direct Teaching practice situations.

Unit V - CONCLUSION: ASSESSMENT OF GOAL
Session 9: YOU'RE ON YOUR OWN

Goals:

A. To help parents assess their own behavior and parenting skills.

B. To help parents evaluate any changes in their children as a result of the parent's participation in the program.

C. To help parents decide what parenting skills they need further practice in.

D. To help parents understand the importance of continued practice of the skills in the home setting.

E. To provide a review of drug education principles and additional skill practice of actual drug situations.

Behavioral Objectives:

A. Parents will complete an evaluation worksheet and discuss how this course has helped them.

B. Parents will discuss how their participation has influenced their children's behavior.

C. Parents will identify those behaviors about themselves that they wish to change or improve.

D. Parents will review the drug education principles and parenting skills through actual practice situations.

COMMUNITY-BASED PREVENTION SPECIALIST (Revised)

SOURCE AND DATE: NDACTRD, 1980

COMPONENTS: Trainer Manual
Participant Manual

COMMENTS:

TRAINER REQUIREMENTS: The trainers will be required to have outstanding skills in group facilitation. Ideally, the course will be offered by a three-person training team including at least one trainer who has had actual (preferably extensive) experience working in communities. Wherever possible, an experienced prevention professional should be a training team member. Formally involving the State Prevention Coordinator in the training process will also ensure the practical application of the training. Desirable prerequisites for training team members are two NTS courses, Drugs in Perspective and Adolescence: Intervention Strategies and NIMH's Social Seminar Series.

TARGET AUDIENCE: This course is intended to be open-ended and evocative. Therefore, experience and creativity should be used to tailor the materials to a training population.

INSTRUCTIONAL MODE & SETTING: Community-Based Prevention Specialist is a 5-day (30-hour) training course. The maximum number of participants for this course is 18-20.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction and Overview	Registration; pretest administration; large and small group exercises; discussion; lecture	3 hours, 15 minutes
2. Perspectives on Prevention	Lecture; large and small group exercises; discussion	3 hours
3. Current Prevention Strategies	Lecture; discussion; small group exercises	3 hours, 20 minutes
4. Knowing Your Community	Lecture; discussion; individual exercise	3 hours
5. Beginning the Planning Process	Lecture; discussion; individual and large group exercises	3 hours

COMMUNITY-BASED PREVENTION SPECIALIST (Revised)

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
6. Developing Community Support For Prevention	Lecture; discussion; individual and small group exercises	3 hours
7. Getting the News Out	Lecture; discussion; individual and small group exercises	3 hours, 30 minutes
8. Networking and Resource Building	Lecture; discussion; individual and small group exercises	3 hours
9. Preventing Burnout	Lecture; large group exercise; discussion; post-test administration	3 hours

Course Goals and Objectives

Module 1: INTRODUCTION AND OVERVIEW

The goals of this session are to:

1. Introduce participants and trainers to each other.
2. Examine individuals' expectations about the course, in terms of design and content.
3. Share individual strengths and successes.

At the end of this module, participants will be able to:

1. Identify the names and organizational affiliations of at least three other participants and all of the trainers in the course.
2. List at least three personal strengths and skills that they possess.
3. Identify the major goal and describe the general sequence of activities of the course.

Module 2: PERSPECTIVES ON PREVENTION

The goals of this session are to:

1. Acquaint participants with the history of drug abuse prevention, current governmental definitions of prevention, and the social and environmental influences on drug use in our society.
2. Aid participants in discovering their own attitudes and concepts about drug abuse prevention.

At the end of this module, participants will be able to:

1. List at least five social and cultural factors that influence individual drug consumption choices and patterns.
2. Identify two statements that reflect their own concept of drug abuse prevention.
3. Identify the prevention definitions currently used by NIDA and other Federal agencies active in drug abuse prevention.
4. List three major historical events involved in the development of the drug abuse prevention movement in this country.

Module 3: CURRENT PREVENTION

The goals of this session are to:

1. Familiarize participants with existing drug abuse prevention programs and strategies, as categorized by NIDA's prevention continuum.
2. Acquaint participants with a variety of prevention program choices.

Course Goals and Objectives

At the end of this module, participants will be able to:

1. Identify at least one current prevention strategy for each component of NIDA's prevention continuum.
2. Identify the major target areas for drug abuse prevention programs.
3. List at least five exisiting prevention programs and describe their general approaches.
4. List at least three prevention approaches that are consistent with their individual prevention philosophy.

Module 4: KNOWING YOUR COMMUNITY

The goals of this session are to:

1. Examine important factors in selecting prevention strategies.
2. Provide trainees with direction in identifying needs and resources within their own communities.

At the end of this module, participants will be able to:

1. List at least five critical factors participants will consider in developing a drug abuse prevention program for their community.
2. List four major interest groups in their community.
3. Develop a profile of their community strengths, resources, and values.

Module 5: BEGINNING THE PLANNING PROCESS

The goal of this session is to:

1. Provide participants with a conceptual framework for prevention planning and decision-making, as they begin to identify appropriate program objectives for their own communities.

At the end of this module, participants will be able to:

1. Identify and use available prevention needs assessment and planning resources.
2. Write one possible prevention program objective for their community.

Module 6: DEVELOPING COMMUNITY SUPPORT FOR PREVENTION

The goals of this session are to:

1. Assist participants in identifying critical elements in developing a broad base of community support for their prevention programs.
2. Write an action plan for achieving this goal.

Course Goals and Objectives

At the end of this module, participants will be able to:

1. List five factors that promote the acceptance of drug abuse prevention efforts in their communities.
2. List five factors that hinder prevention efforts in their communities.
3. Write an action plan for creating community support.
4. List at least three criteria for success in their efforts to build community support for prevention.

Module 7: GETTING THE NEWS OUT

The goals of this session are to:

1. Familiarize participants with the concepts of formal and informal communications networks.
2. Assist them in developing realistic strategies for utilizing those networks within their own communities.

At the end of this module, participants will be able to:

1. Define formal and informal communications networks and differentiate between the two.
2. Identify the significant formal and informal communications networks within their own community.
3. List at least three strategies for utilizing their community information dissemination networks to develop drug abuse prevention activities.
4. Develop a media piece appropriate to their own program objectives.

Module 8: NETWORKING AND RESOURCE BUILDING

The goals of this session are to:

1. Provide participants with a conceptual understandin of "networking."
2. Enable them to identify potential community resources.
3. Assist them in formulating an action plan to develop a school-based prevention program in their community.

At the end of this module, participants will be able to:

1. Define and explain the concepts of networking.
2. Identify six community agencies with whom they could develop a network for prevention.
3. Identify personal, organizational, and community resources for prevention programs.
4. Identify basic resource materials and sources of technical assistance for prevention programs.

Course Goals and Objectives

Module 9: PREVENTING BURNOUT

The goals of this session are to:

1. Make participants aware of the role burnout may play in their efforts to develop community-based prevention programs.
2. Enable them to develop realistic alternative coping strategies.

At the end of this module, participants will be able to:

1. Identify at least five symptoms of burnout.
2. Identify at least five causal factors in their own work/life that might lead to burnout.
3. Identify at least four possible strategies that might be employed to either prevent or alleviate burnout at both a personal and organization level.

CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS (Revised)

SOURCE AND DATE: NDACTRD, 1980

COMPONENTS: Trainer Manual
Participant Manual

COMMENTS:

TRAINER REQUIREMENTS: The training team should consist of at least two persons, one with a knowledge of Federal regulations and the other with knowledge of State regulations on confidentiality of alcohol and drug abuse records. They should have demonstrated ability to train, interpret, and clarify such regulations and laws as well as proven ability to facilitate task oriented group discussions. At least one of the two must have prior training experience. The credibility of the training staff is dependent upon at least one trainer possessing a legal background.

TARGET AUDIENCE: The course is aimed at those persons responsible for the establishment, maintenance, monitoring, or enforcement of confidentiality policies and procedures (e.g., Social Security Administration, administrative, legal, and supervisory personnel); and those persons who experience the practical, everday application of the confidentiality laws and regulations (e.g., counselors, medical records technicians, criminal justice and prevention personnel, health and hospital workers).

INSTRUCTIONAL MODE & SETTING: Confidentiality is designed as a 2-day course.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Pretest	Individual exercise	45 minutes
2. Subpart A-Introductory Statement-Rules 2.1-2.7	Discussion	30 minutes
3. Subpart B-General Provisions-Rules 2.11-2.15	Discussion; group exercises	1 hour, 30 minutes
4. State Laws-Rule 2.23	Discussion	45 minutes

CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS (Revised)

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
5. General Provisions-Rules 2.16-2.24	Lecture; group discussion; group exercise	45 minutes
6. Subpart C-Disclosures with Patient Consent	Discussion; group exercise	1 hour
7. Rules 2.33-2.40	Discussion; group exercises	1 hour, 25 minute
8. Feedback on Exercise III	Discussion; group exercise	1 hour
9. Subpart D-Disclosures Without Patient Consent-Rules 2.51-2.54	Discussion	1 hour
10. Rules 2.55-2.56	Discussion	45 minutes
11. Subpart E-Court Orders	Discussion; group exercises	2 hours, 30 minut
12. Issues in Confidentiality	Discussion	30 minutes
13. Post-test and Closing Remarks	Individual exercises	45 minutes

Course Goals and Objectives

Session 1: PRETEST ADMINISTRATION

Session 2: SUBPART A-INTRODUCTORY STATEMENT-RULES 2.1-2.7

Participant objectives are to have an understanding of the statutory authority for the Federal laws on confidentiality, specifically:

1. An overview of the statuatory authority for the Federal laws on drug abuse (Rule 2.1).
2. An overview of the statutory authority for the Federal laws on alcohol abuse (Rule 2.2).
3. Comprehension of the general purpose and policy objective of the Federal laws and rules (Rule 2.4).
4. Understanding of the administration and enforcement of the Federal laws and regulations (Rule 2.6).
5. Insight into the current processes for handling violations of the Federal and State laws regulations.

Session 3: SUBPART B-GENERAL PROVISIONS-RULES 2.11-2.15

Participant objectives are to:

1. Understand the definitions and usages of terms (Rule 2.11) pertaining to confidentiality of alcohol and drug abuse patient records.
2. Correctly apply the confidentiality rules to individuals and programs involved in activities related to substance abuse (Rule 2.12).
3. Comprehend the general rules (Rule 2.13) regarding confidentiality as it relates to:
    - Civil, criminal, administrative, or legislative proceedings
    - Unconditional compliance
    - Scope of information covered, whether oral or written
    - Crimes on the premises or against program personnel
    - Implicit and negative disclosures
    - Inpatients and residents of treatment facilities.
4. Know the process and application of the penalty (Rule 2.14).
5. Understand the rules on the treatment of minors (Rule 2.15).

Session 4: STATE LAWS-RULE 2.23

Participant objectives are to:

1. Understand Federal Rule 2.23 as it relates to the preemption and conflict of State and Federal laws.

Course Goals and Objectives

2. Identify areas where the State law is consistent as well as those where it is in conflict with the Federal law.

Session 5: GENERAL PROVISIONS-RULES 2.16-2.24

Participant objectives are to:

1. Understand the application of the Federal rules on confidentiality to deceased patients (Rule 2.16 (b)(2)).
2. Develop the specific steps that must be taken to ensure security of patient records (Rule 2.17).
3. Comprehend measures to be taken to limit disclosure of information to the actual need for said disclosure (Rule 2.18).
4. Devise guidelines to allow undercover agents and informants to be enrolled for treatment and to understand the distinction between Rule 2.19 and Rule 2.67.
5. Develop appropriate guidelines for the indentification of patients while they are enrolled in the program (Rule 2.20).
6. Understand the Federal and State requirements for retention of records of substance abuse programs (Rule 2.21).
7. Implement the minimum requirements for ensuring that former employees and others who have had access to patient records maintain the confidentiality of these records even after termination of their relationship with the program (Rule 2.22).
8. Understand the relationship of the Federal preemption issue as it relates to Federal and State laws.
9. Understand the overlapping relationship between 42 C.F.R. Part 2 and Rule 303(a) of the Public Health Service Act and Rule 502(c) of the Controlled Substances Act.

Session 6: SUBPART C-DISCLOSURES WITH PATIENT CONSENT

Participant objectives are to:

1. Draw up a valid consent form with all the necessary eight points stated in Rule 2.31.
2. Understand how this consent form should be used in the release of patient information.

Session 7: RULES 2.33-2.40

Participant objectives are to:

1. Comprehend the requirements for releasing information on traveling, incarcerated, or hospitalized patients on medication (Rule 2.33).

Course Goals and Objectives

2. Understand the exception to releasing information without prior written consent as it pertains to disclosure among treatment personnel (Rule 2.33).

3. Develop guidelines and a system for an operational central registry (Rule 2.34).

4. Design a consent form that meets the requirements for releasing information to an attorney representing a patient in the program (Rule 2.35).

5. Establish guidelines for releasing information to parents, spouses, and others (Rule 2.36).

6. Develop appropriate systems for dealing with third-party payers (Rule 2.37).

7. Draft guidelines for providing confidential information to potential employers and employment agencies interested in hiring patients in the program (Rule 2.38).

8. Develop the required forms and procedures for accepting and treating patients who are referred by the various entities of the criminal justice system (Rule 2.39).

9. Devise guidelines and procedures for handling situations not provided for Subpart C (Rule 2.40).

Session 8: FEEDBACK ON EXERCISE III

Session 9: SUBPART D-DISCLOSURES WITHOUT PATIENT CONSENT-RULES 2.51-2.54

Participant objectives are to:

1. Develop appropriate systems for releasing information when a bona fide emergency exists (Rule 2.51).

2. Develop guidelines and procedures for disclosing patient-identifying information to qualified personnel for the purpose of an audit, evaluation, or research (Rule 2.52).

3. Understand the circumstances under which governmental agencies may have access to patient-identifying information (Rule 2.53).

4. Develop procedures for disclosing information in connection with examinations; in particular, the procedure for disposition of these records by the examiners (Rule 2.54).

Session 10: RULES 2.55-2.56

Participant objectives are to:

1. Develop procedures for responding to inspections from the Federal Drug Enforcement Administration and drug law enforcement agencies.

2. Develop procedures to respond to inspections from the Food and Drug Administration and State health authorities.

3. Develop appropriate guidelines to ensure that Federal and State agencies that have access to the program records comply with the prohibition on disclosure of patient identities from research, inspection, audit, or evaluation of records.

Session 11: SUBPART E-COURT ORDERS

Participant objectives are to:

1. Recognize the distinction between subpoena and court order (Rule 2.61).

2. Know the process to be followed by the court in granting a court order for the release of patient information (Rules 2.62-64).

3. Understand the process the court will utilize in granting an order for the release of patient-identifying information in connection with the investigation and prosecution of a patient in the program (Rule 2.65).

4. Comprehend the process the court will utilize in granting an order for the release of information related to the investigation and prosecution of programs (Rule 2.66).

Session 12: ISSUES IN CONFIDENTIALITY

Session 13: POST-TEST AND CLOSING REMARKS

COUNSELOR TRAINING
Short-Term Client Systems

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer Manual
Training Manual (for participants)
Audiocassettes

COMMENTS: One audio recorder per group of 6 participants is needed. Video equipment is optional.

ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, or social work.

TRAINER REQUIREMENTS: Experience in counseling, small group process, and training; completion of prescribed NDAC four-phase trainer process.

TARGET AUDIENCE: All persons engaged in or about to engage in counseling.

INSTRUCTIONAL MODE & SETTING: Trainer-led group; 6 participants per trainer; maximum, 36 participants. One large meeting area and one small meeting area per each group of 6 participants. Length: 33 hours or 5 days' training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit I: Course Introduction and Overview		
Modules 1-4		3 hours
Unit II: Empathy		
Module 5 Definitions	small group discussion	1/2 hour
Module 6 Owning of Feelings	lecturette; audiotape exercise	1-1/2 hours
Module 7 Responding to Feelings	lecturette; audiotape exercises	2 hours
Module 8 Specific Labeling of Feelings and Sources	lecturette; audiotaped and small group exercises	1-1/2 hours
Module 9 Responding to Feelings in Conflict	lecturette; audiotape exercise	1-1/2 hours

COUNSELOR TRAINING: Short-Term Client Systems

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Module 10 Owning of Listener Feelings	small or large group mini-lecture; audiotape exercise	2-1/2 hours
Module 11 Interpersonal Process Recall	large group mini-lecture and/or small group review and introduction; taping	8-1/2 hours
Unit III: Values and Attitudes		
Module 12 Attitudes	lecturette; small group exercise; audiotape exercise	1 hour
Module 13 Values	large group or small group mini-lecture; small group exercises; audiotape exercise	2 hours
Module 14 Interpersonal Process Recall - Part II	small group review taping	3 hours
Unit IV: Problem Solving	lecturette; small group exercise	6 hours
	Total:	33 hours or 5 days' training

Unit I: COURSE INTRODUCTION AND OVERVIEW

By the end of Unit I, participants will:

1. be familiar with the environment in which the training will take place;
2. be acquainted with one another;
3. understand the purpose of the course, the major skill-building areas to be covered, and the process by which the skills will be learned;
4. have clarified their expectations from training and agreed upon ground rules for the small-group work.

Module 1: LARGE GROUP INTRODUCTION AND PRETESTING

Module 2: ICE BREAKERS

The purpose of this module is to introduce participants to one another and begin to develop a sense of identity within the large group. The suggested exercises involve physical activity, enabling participants to leave their chairs, stretch, move about, and hopefully relieve some of the tension that may be present after the pretest.

By the end of this module, each participant will be able to identify by name at least six other participants in the group.

Note: This objective and the type of exercise to be used in this module depend upon whether the trainees already know one another. (They may all be members of the same staff, or they may come from various programs and locations.) See Ice Breakers: Alternative Exercises, p. 1-2-5, if the exercises described for this module are inappropriate for your group.

Module 3: INTRODUCTION TO THE HELPING RELATIONSHIP

The purpose of this module is to acquaint participants with the schedule for the course, the content areas to be addressed, and the process by which the skills will be learned. A small amount of theory pertaining to the helping relationship and its relevance to a concept of the whole person will be presented. The small groups will also be formed at this time.

By the end of the module, each participant will:

1. be able to identify the components of human dynamics as discussed in this course (based upon the model presented in the mini-lecture);
2. be able to identify the three major components of skill building in the CT:STCS course (empathy, values and attitudes, problem solving);
3. be able to identify at least three learning processes that will take place in training (e.g., mini-lectures, taped discrimination exercises, IPRs);
4. be assigned to a small group.

Module 4: SMALL-GROUP INTRODUCTION AND NORM SETTING

The purpose of this module is to establish a climate for learning in the small groups. Participants meet each other in the small group to which they will belong for the duration of the course. They agree upon their "operating procedures": feedback, environment, confidentiality, etc., and clarify the direction of learning and skill building from this point onward.

By the end of this module, each participant will:

1. be able to correctly state the first name of every other member of the small group;
2. have presented a verbal statement of his expectations for training;
3. be able to state in his own words at least three principles of constructive feedback.

Unit II: EMPATHY

After completion of this Unit (Modules 5-11), participants will have a greater understanding of:

1. the responsibility and the influence of the counselor in the helping relationship;
2. the meaning of empathy in establishing rapport with the client and in helping the client explore and understand his problem(s), especially when considering his feelings and the sources of those feelings;
3. the affective components of the communication and the helping processes;
4. the need for self-awareness on the part of the counselor, and an increased ability to identify personal dynamics that influence the communication and helping process;
5. increased listening and responding skills, greater facility with them, and an awareness of at least three personal strengths and three personal weaknessess related to the use of these skills.

Module 5: DEFINITIONS

The purpose of this module is to acquaint participants with the vocabulary necessary to learn the skills and concepts associated with empathy. These definitions include situations, symptoms, feelings, and sources.

Following a presentation by the trainer and discussion of the material provided in the Training Manual for Counseling Skills, participants will be able to:

1. write a list of at least twelve feeling words;
2. identify correctly the situation, symptoms, feelings, and sources in an example provided by the trainer.

Course Goals and Objectives

Module 6: OWNING OF FEELINGS

The purpose of this module is to acquaint participants with the different ways a speaker may discuss his feelings, and to teach participants to hear and assess the level at which a speaker owns his feelings. These listening skills are prerequisite to being able to respond to feelings. Later in this unit (Module 10), participants will be asked to own their feelings, so it is important that the concepts described in this module be well understood.

By the end of this module, participants will demonstrate their listening skills by correctly discriminating between a Level 1, Level 2, and Level 3 client statement, according to the "Owning of Feelings Scale," when presented with tape recorded stimulus material.

Module 7: RESPONDING TO FEELINGS

The purpose of this module is to facilitate the development of the participant's ability to respond to the speaker's feelings. Trainees will learn to discriminate between a response that responds to feelings and one that does not. They should be able to identify and differentiate between stated feelings and undercurrent feelings, empathic and sympathetic responses, and solution-oriented and situation-oriented responses.

By the end of this module, participants will be able to:

1. correctly identify a Level 1, Level 2, and Level 3 listener response, according to the "Responding to Feelings Scale," when presented with tape recorded stimulus material;
2. write a response to a prerecorded client statement that rates at least a Level 2 on the "Responding to Feelings Scale."

Module 8: SPECIFIC LABELING OF FEELING AND SOURCES

The purpose of this module is to improve the participants' ability to respond to feelings, adding elements of specificity, sources, and importance. This polishing of responding skills facilitates the participants' ability to make more accurate and focused responses, thereby furthering the helping process. Other issues discussed include the variety of feeling words, and the client's and counselor's styles as determined by culture, role, etc.

By the end of this module, participants will be able to:

1. correctly discriminate between a Level 1, Level 2, and Level 3 listener response, according to the "Specific Labeling of Feelings and Sources Scales," when presented with tape recorded stimulus material;
2. write a response to a prerecorded client statement that rates at least a Level 2 on the Specific Labeling of Feeling and Sources Scale.

Module 9: RESPONDING TO FEELINGS IN CONFLICT

The purpose of this module is to enable participants to make effective responses to the speaker who has feelings in conflict. Issues to be introduced include identifying the situational conflict, the feelings in conflict, and the impact on immediate feelings. Obviously, not all speakers will present concerns that involve feelings in conflict. It follows, then, that this skill area is for those instances when responding to conflict is appropriate.

By the end of this module, participants will be able to:

1. correctly differentiate Level 1, Level 2, and Level 3 listener responses, according to the "Responding to Feelings in Conflict Scale," when presented with prerecorded stimulus material;

2. write a response to a prerecorded speaker statement that rates at least a Level 2 on the "Responding to Feelings in Conflict Scale."

MODULE 10: OWNING OF LISTENER FEELINGS

The purposes of this module are: (1) to enable trainees to recognize the reciprocal impact that the speaker and listener have on one another, (2) to sensitize participants to the impact they feel as listeners, (3) to enable participants to respond to that impact in a way that facilitates the helping relationship. Participants will learn to own their feelings. Then they will learn to assess the impact of their feelings on the helping process and enhance it by making responses (when appropriate) that reduce the interference caused by those feelings. These responses are called "roadblock movers."

By the end of this module, participants will be able to:

1. demonstrate their ability to own their feelings (by making statements of a Level 2 or 3 according to the Owning of Feelings Scale) in response to at least 3 out of 4 prerecorded stimulus statements;

2. appropriately use at least two of the following four behaviors (as judged by the trainer and group members):

   a) Acknowledge feelings of confusion and ask for clarification about speaker feelings and behavior.

   b) Acknowledge personal feelings stimulated by the immediate impact the speaker is having on the listener, keeping the focus on the speaker.

   c) Acknowledge personal feelings about the speaker's impact so that the speaker better understands how he affects other people.

   d) Acknowledge feelings that arise due to the listener's identifying with the speaker's problem because of similar experiences, keeping the focus on the speaker.

Module 11: INTERPERSONAL PROCESS RECALL (IPR)

The focus of this module is to integrate and practice all of the skills learned in the previous ten modules. Participants are asked to be both listener and speaker, so that they can fully experience the impact of the helping process and personalize the response characteristics to fit their own style. By so doing, they also learn to differentiate what they know how to do conceptually and what they actually do behaviorally. The recall has a twofold effect: (1) to provide a way to analyze the listening process and give feedback to the listener, and (2) to teach the participants an approach to asking questions that can be used later in the problem-solving process.

By the end of the session:

1. each trainee will have demonstrated the speaker and the listener roles at least twice;

2. each trainee will have participated as a listener in the recall process at least twice, and will be able to identify at least two strengths and two weaknesses after each recall.

3. Trainees will demonstrate minimally facilitative empathic responses during the IPR interactions at least 80 percent of the time, as judged by the trainer and the group members according to the scales.

Unit III: VALUES AND ATTITUDES

After completing Unit III, participants will show:

1. greater understanding of the client dynamic (thinking, feeling, and behavior) related to values and attitudes;
2. greater understanding of the influence of the counselor's values and attitudes on the helping relationship;
3. an ability to recognize values and attitudes in the speaker's statements, analyze the meaning of those values and attitudes in terms of the speaker's concern, and respond to those values.

Module 12: ATTITUDES

The purpose of this module is to define attitudes, and to explain how they are learned and expressed and how they influence both the speaker and the listener.

By the end of this module, participants will be able to:

1. state from memory this course's definition of attitudes;
2. identify at least three personal attitudes and how they were acquired;
3. identify the attitudes in at least two speaker statements after listening to the prerecorded stimulus tape.

Module 13: VALUES

The purpose of this module is to define the difference between attitudes and values and describe why values are more central to the speaker's thoughts, feelings, and behavior. Participants will learn how values are expressed, the difference between a value object and a value, and what behavior patterns accompany values. They will also learn how to respond to values in a helpful manner.

By the end of this module, participants will be able to:

1. correctly define (from memory) a value as described in this course;
2. list at least three of their most central values and the associated value objects and accompanying behavior;
3. correctly differentiate Level 1, Level 2, and Level 3 responses to values four out of five times when presented with tape-recorded stimulus material;
4. make Level 2 responses at least 80 percent of the time when presented with a tape-recorded stimulus, as judged by the trainer and the trainees, according to the "Responding to Values Scale."

Course Goals and Objectives

Module 14: INTERPERSONAL PROCESS RECALL (PART II)

This module has the same purpose as Module 11, with the added element of responding to values. It provides time to practice all the skills, and is particularly useful for learning how personal attitudes and values affect one's ability to listen well and respond appropriately to a client.

By the end of this module, participants will be able to:

1. list at least two personal strengths and weaknesses in responding to values, based upon the IPR experience and exercise;

2. make responses of at least a Level 2 on the "Responding to Values Scale," 70 percent of the time as judged by trainer and fellow group members, when presented with a concern in the IPR interaction pertaining to values.

Unit IV: PROBLEM SOLVING

After completion of the unit, participants will:

1. show greater understanding of the essential elements of any problem solving process, and identify the four major steps in the process;

2. understand the impact of the process by experiencing it themselves and by being a listener for at least one other person in the group;

3. understanding more completely the role of empathy and responding to values as a preparation for problem solving.

DRUGS IN PERSPECTIVE

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer Manual
Participant Manual

COMMENTS: Replaces Drug Abuse: Fundamental Facts and Insights and Facts About Drug Abuse. ACE credit recommendation: 2 semester hours in the lower division baccalaureate/associate degree category in behavioral science, human services, social work, or sociology.

TRAINER REQUIREMENTS: Three trainers who have at least 2 years' experience in conducting group dynamics and task orientated training and are knowledgeable about drug abuse problems and treatment. It is recommended that a psychopharmacologist conduct Module IV, Substance Actions.

TARGET AUDIENCE: Those who engage in drug abuse prevention, treatment, and rehabilitation; drug education; or who wish to increase their knowledge about drug use and misuse and related problems.

INSTRUCTIONAL MODE & SETTING: Optimum training group size is 30; trainer/trainee ratio should be 1:10.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
MODULES		
I. Introduction and Orientation	pretest; unstructured large group and structured triad introductions; lecture; individual and triad exercises; large group	2 hours, 10 minutes
II. Perspectives on Substance Use and Abuse	lecture/discussion; individual; large group; structured experience	3 hours, 10 minutes
III. A Social and Hisorical Context for Understanding Substance Abuse in the United States	lectures; lecture/discussion; small group activity	4 hours, 10 minutes

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
IV. Substance Actions	lecture/discussions	4 hours, 50 minutes
V. Understanding the Phenomenon of Substance Abuse	lecture/discussions; lecture/illustration; structured experience	
VI. Approaches to the Treatment of Substance	lecture/discussion; small group activity	3 hours, 10 minutes
VII. Prevention Approaches and Strategies	lecture/discussions; small group exercises	3 hours, 30 minutes
VIII. Closure and Evaluation	lecture; structured exercise; evaluation form completion; posttest	1 hour

Course Goals and Objectives

This course is an attempt to deal with both the confusion and emotional overtones surrounding drug "abuse." Its goals are to:

- assist participants in understanding the phenomenon of substance use and abuse by providing them with a conceptual framework that acknowledges several different perspectives; and
- to build a base of knowledge and experience that will clarify and present general information related to drugs and abuse.

Module I: INTRODUCTION AND ORIENTATION

The purpose of this module is to:

- orient participants to the course;
- establish a climate conducive to learning;
- describe the training process;
- provide a vehicle for future exchange of knowledge and opinions; and
- provide a forum for identification of participants' needs, questions, expectations, and learning goals.

By the end of this module, and without the aid of notes, participants will be able to:

- identify the purpose of the DIP course;
- identify at least two goals of the DIP course;
- identify at least three content areas in the DIP course; and
- identify at least one personal goal in attending the training.

Module II: PERSPECTIVES ON SUBSTANCE USE AND ABUSE

The purpose of this module is to provide information on and give participants new ways to consider the phenomenon of substance use.

Using the information presented in Module II as criteria, at the end of this module, and without the aid of notes, participants will be able to:

- identify two components of the spectrum of drug use;
- identify four different perspectives for understanding drug use;
- identify a definition for the word "drug";
- identify at least two characteristics physiological dependence; and
- identify at least two characteristics of psychological dependence.

Course Goals and Objectives

Module III: A SOCIAL AND HISTORICAL CONTEXT FOR UNDERSTANDING SUBSTANCE ABUSE IN THE UNITED STATES

The purpose of this module is to provide information on and give participants new ways to consider the social and historical development of substance use in this country.

It focuses on:

- historical and social perceptions and misconceptions;
- substance use patterns and trends; and
- the societal and legal response to use of illicit drugs.

Using the information presented in Module IV as criteria, at the end of this module, and without the aid of notes, participants will be able to:

- identify at least three major events that led to the increasing use of substances during the 1960's;
- identify one social and one legal response to substance abuse post Civil War;
- identify one social and one legal response to the use of alcohol;
- identify three trends that have occurred since 1965 in social and legal responses to substance abuse;
- identify at least four examples, drawn from history, that represent consequences of the drug laws on certain groups;
- identify one principle involved in the introduction of a new drug into a particular culture;
- identify at least one new trend in substance use in the 1970's; and
- identify at least one result of chemical prohibitionist factors.

Module IV: SUBSTANCE ACTIONS

The intent of this module is to provide a description of psychoactive drugs in a pharmacological context. Following a discussion of general drug characteristics and effects on human behavior, and a definition of pharmacological concepts, specific actions are presented for each major drug classification.

Using the information presented in Module IV as criteria, at the end of this module and without the aid of notes participants will be able to:

- identify various substances according to their classification as narcotic analegesic, general depressant, stimulant, hallucinogen, or cannabis;
- identify a definition for the term "tolerance";
- identify at least one drug effect on human perception;
- identify at least one drug effect in psychomotor functioning;

- identify at least two variables which account for drug related risk;
- identify at least one physiological effect of opioids; and
- identify at least one psychological effect of cannabis.

Module V: UNDERSTANDING THE PHENOMENON OF SUBSTANCE ABUSE

The purpose of this module is to provide information on and to give participants new ways to understand the etiology of drug abuse. Generating motives and factors, patterns and cycles, and possible consequences of drug use are examined and discussed.

By the end of the session, participants will be able to:

- identify at least three reasons for using chemicals;
- identify one way in which motives for use change as drug use patterns develop;
- identify three factors which serve to maintain drug abuse patterns;
- identify at least three specific consequences of continued substance abuse;
- identify at least three commonalities of heroin and alcohol; and
- identify at least one criterion for labeling alcoholism a disease.

Module VI: APPROACHES TO THE TREATMENT OF SUBSTANCE ABUSE

The purpose of this module is to provide information on the forms of treatment that are used to overcome chemical dependence.

Using the information presented in Module VI as criteria, at the end of this module, and without the aid of notes, participants will be able to:

- identify at least one rationale underlying methadone maintenance for treatment of heroin dependence;
- identify at least one principle of the Alcoholics Anonymous approach to alcoholism treatment;
- identify at least one characteristic of one of the phases of an alcoholic's movement toward recovery;
- identify at least three modalities applicable to the treatment of an opiate dependent person; and
- identify at least one advantage and one disadvantage of a therapeutic community in terms of treatment.

Module VII: PREVENTION APPROACHES AND STRATEGIES

This module explores the goals, perspectives, and history of drug abuse prevention. It emphasizes the role of school, family, and community in responding to the skills and needs of youth. It explores criteria for effective prevention strategies and alternative approaches to drug abuse prevention.

Course Goals and Objectives

The structured experience allows the participant the opportunity to apply the material presented by developing a preliminary prevention strategy.

(Note: The module emphasizes prevention and youth. Trainers are instructed to adapt material in discussions of other groups, e.g., the older citizen.)

By the end of the session, participants will be able to:

- identify appropriate goals of prevention;
- develop and list the four major perspectives of drug abuse, outlining the goals, emphasis, and drawbacks of each;
- classify and identify scare tactics, drug specific, non drug specific, cognitive, and affective approaches to drug prevention;
- identify at least five factors that should be considered for effective prevention education;
- identify the role family, school, and community play in developing and incorporating the skills of valuing, decisionmaking, communication, responsibility, and success in their respective systems;
- define,by listing, the assumptions and goals of alternative activities;
- classify alternative activities and the skills, needs, and aspirations that alternative activities might satisfy.

Module VIII: CLOSURE AND EVALUATION

This module attempts to provide closure and direction for participants. They complete the evaluation forms and tests, and their attention is directed to the additional training courses offered by NDAC and RSCs.

By the completion of the session participants will have:

- determined whether their original goals were met and their questions answered; and
- recognized additional training courses offered by the National Training System.

GROUP FACILITATOR TRAINING PACKAGE

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer's Manual
Participants' Manual

COMMENTS: Originally developed by Joseph P. Stokes, Ph.D., and Raymond C. Tait of the University of Illinois at Chicago Circle. ACE credit recommendation: 3 semester hours in the upper division baccalaureate or lower division baccalaureate/associate degree categories in behavioral science, human services, social work, urban studies, or management science.

TRAINER REQUIREMENTS: Experienced in group process and dynamics, particularly in the role of leader; experienced in delivering group and task oriented training; and preferably experienced in group counseling techniques.

TARGET AUDIENCE: Persons who have continuing experience with groups either as member or leader, or who anticipate being a group leader in the future. Trainees are assumed to have good communication and feedback skills.

INSTRUCTIONAL MODE & SETTING: Trainer-led group; optimum of 10 to 12 trainees and 2 trainers. Length: approximately 30 hours arranged in 11 modules of 1 to 3 hours each. Didactic presentations and structural experience are combined to prepare participants as group leaders and provide opportunity for personal growth.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Getting Acquainted	pretest; exercises; discussion	3 hours
2. The Concept of a Group	exercises; discussion	1-1/4 hours
3. Goals	exercises; lecturette; discussion	2 hours
4. Process and Content	lecturette; exercises; discussion	2-1/2 hours
5. Curative Factors	lecturette; exercises; discussion	3 hours
6. Stages of Group Growth	exercises; lecturette; discussion	1 hour
7. Selecting Members for a Group	exercises; lecturette; discussion	2-1/2 hours
8. Leadership	exercises; lecturette; discussion	3 hours
9. Interventions	exercises; lecturette; discussion	2-1/4 hours

GROUP FACILITATOR TRAINING PACKAGE

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
10. Practicing Interventions	exercises; discussion	7-1/2 hours
11. Closing	posttest; exercises; discussion	2-1/2 hours

Course Goals and Objectives

Module 1: GETTING ACQUAINTED

- Each trainee will identify, with at least eighty percent accuracy, the names of the other participants.

- Each trainee will say something about the skills and interests that he/she brings to the training group.

- The trainees will give the group a mean rating of at least three on items #2 and #3 of the Group Growth Scale (YMCA, 1974).

- Each trainee will be able to execute and process at least two structured exercises that have the goal of getting members of a new group acquainted with one another.

Module 2: THE CONCEPT OF A GROUP

- Each participant will rate the training group on the Group Growth Scale.

- Each participant will list four characteristics of a group.

Module 3: GOALS

- Each trainee will write two goals that he/she has for the training group.

- Each trainee will rate the hidden agenda group lower than the shared goal group on three of the four process variables.

- Each trainee will list two aspects of good group goals.

Module 4: PROCESS AND CONTENT

- Each trainee will define process and content.

- Each trainee will name three different process issues.

- Each trainee will role play a self-oriented or a maintenance behavior.

Module 5: CURATIVE FACTORS

- Each trainee will list four curative factors in groups.

- Each trainee will name two norms that contribute to the development of a curative factor.

Module 6: STAGES OF GROUP GROWTH

- Each trainee will list in the correct order the stages of growth used in this workshop.

- Each trainee will produce one behavior characteristic of each substage.

Module 7: SELECTING MEMBERS FOR A GROUP

- Each trainee will divide and classify eight hypothetical clients into two homogeneous groups.

- Each trainee will list at least two conditions in which group counseling is superior to individual counseling.

Course Goals and Objectives

Module 8: LEADERSHIP

- o Each trainee will rate him/herself on his/her effectiveness as a facilitator of personal growth.
- o Each trainee will receive feedback from others on his/her effectiveness as a facilitator of personal growth.
- o Each trainee will write at least one area in which he/she can improve his/her leadership-related behavior.
- o Trainees will produce a list of at least four behaviors associated with good leadership.
- o Trainees will produce a list of at least three behaviors associated with bad leadership.
- o Trainees will rate the helpfulness of a variety of self-disclosures.

Module 9: INTERVENTIONS

- o Each trainee will identify three process issues that are often the focus of interventions.
- o Each trainee will produce an intervention in response to a simulated group incident.

Module 10: PRACTICING INTERVENTIONS

- o Each trainee will name the four substages presented in this model of group development and describe at least one behavior typical of each substage.
- o Each trainee will produce at least three interventions that the trainer thinks would facilitate the growth of a group in response to incidents presented during the module.
- o Each trainee will produce an intervention while acting as a temporary group facilitator.

Module 11: CLOSING

- o Each trainee should mention at least one positive and one negative aspect of the training experience.
- o Each trainee should give some feedback to each other trainee.
- o Each trainee should receive some feedback from each other trainee.

JUSTICE-TREATMENT INTERFACE: A CROSS-DISCIPLINE TRAINING COURSE

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer's Manual; Trainee's Resource Manual for Unit I; Trainee's Resource Manual for Units II & III; Trainee's Workbook Resource Manual; Building a Reentry Referral Network (Self-Instructional Resource)

COMMENTS: ACE credit recommendation: 2 semester hours in upper division baccalaureate category in behavioral sciences, human services, or social work.

TRAINER REQUIREMENTS: Training expertise in process observation, group facilitation, conceptual clarification, and structuring learning experiences; familiarity with both drug abuse treatment and criminal justice systems.

TARGET AUDIENCE: 3 groups: drug abuse treatment workers working with criminal justice system; criminal justice workers working with treatment programs; policy makers who require orientation to this issue.

INSTRUCTIONAL MODE & SETTING: Trainer-led cross-discipline instruction for three levels of learners: 1) front line workers; 2) supervisors and administrators, and 3) top-level administrators (e.g., judges, prosecutors, advisory boards of drug programs. Course materials are designed for different combinations of modules for each of these audiences. A self-instructional workbook is one component of the course.*

SESSIONS, UNITS, OR MODULES		*METHODS*	*TIME REQUIRED*
Unit I: Perspectives			
Module 1:	Orientation	lecture; exercise	2 hours
Module 2:	People with Problems and Community Responses	lecture; discussion; exercises	1 hour, 20 minutes
Module 3:	The Criminal Justice System and the Drug Abuse Treatment System	discussion; lecture-presentation; large group discussion	2 hours, 10 minutes
Module 4:	The Interface Between the Two Systems	lecture; exercise; discussion; homework (reading)	1 hour, 30 minutes

***There are two NDAC course prerequisites for front line workers. Optimum group size not specified; however, a one to eight facilitator to participant ratio is recommended for optimum small group work. Length: approximately 21 hours or 3 days'training.**

JUSTICE-TREATMENT INTERFACE: A CROSS-DISCIPLINE TRAINING COURSE

SESSIONS, UNITS, OR MODULES		*METHODS*	*TIME REQUIRED*
Unit II: Processes			
Module 5:	Screening, Assessment, and Development of a Recommendation	lecture; exercises; large group reports; trainer presentation	3 hours, 15 minutes
Module 6:	Contracting, Adjudication, and Referral	exercise; discussion	1 hour, 30 minutes
Module 7:	Monitoring and Re-Entry	trainer review of reading; small group work; large group work; discussion; lecture; homework	2 hours, 25 minutes
Unit III: Applications			
Module 8:	Community-Based and Institutional Treatment Models	lecture; exercise; small group work; large group reports; homework	1 hour, 40 minutes
Module 9:	"The Game": A Structured Learning Experience	small group work; large group discussion; summary discussion	2 hours, 30 minutes
Module 10:	Planning for Interface	group work or individual work; small group discussion; large group reports	2 hours
		Total:	approximately 21 hours or 3 days training

Unit I - PERSPECTIVES

Module 1: ORIENTATION

The purpose of this module is to provide all trainees with a common understanding of the course content, the expected learning outcomes, the training philosophy, and the training processes to be used. In addition, each trainee will have an opportunity to examine his or her own attitudes and to hear some of the attitudes of the other trainees about the system they are not working in. Expectations that trainees bring to the training--and those that cannot be met--will be identified during the session.

Some of the outcomes of this module include: learning the names and occupations of four or five other trainees, knowing the general outline of the course to be presented, expressing personal expectations for the course, and understanding the three areas ("Perspective," "Processes," and "Applications") of the training methodology of the course.

After completion of the module, trainees should be able to:

1. recognize the three units of training;
2. identify three of the five major elements of the training methodology and process;
3. recognize the definition of interface.

Module 2: PEOPLE WITH PROBLEMS AND COMMUNITY RESPONSES

This module is designed to develop a group perspective of the so-called "drug problem" in the trainee's state or local jurisdiction. After a quick review of the trends at the national level, the groups will focus on recent history, local lore, community attitudes, and the like to build a common frame of reference for analyzing problems of interface between the criminal justice and drug abuse treatment systems. Some of the outcomes of this module will be the trainees' common understanding of recent legislative changes in state and municipal drug law; the origins, progress, and current status of illicit drug flow within the community; the past and current judicial and penal responses to drug offenders.

After completing the module, trainees will be able to:

1. recognize three of the five needs outlined by Abraham Maslow in his hierarchy of needs;
2. recognize the source of fulfillment of the "love" need as outlined by Tom Rusk;
3. discriminate between low risk and high risk behaviors in an individual's repertoire of coping skills.

Module 3: THE CRIMINAL JUSTICE AND THE DRUG ABUSE TREATMENT SYSTEM

In Module 2, we considered some of the major developments in the history of drug use in your area and their relationship to the law enforcement efforts.

A dynamic between treatment agencies and law enforcement traditionally exists that causes the two systems to view themselves as competitors. This dichotomy is artificial: the criminal justice system and treatment programs are not only working toward many of the same ends, they are using similar structures to accomplish their ends. The focus and purpose of this module is to establish this understanding.

In order to accomplish this, the trainer needs to manage the flow from Module 2 rather carefully. In this module, as well as all modules in the course, the transitional flow is necessary for both the cognitive and affective understanding of the trainee.

The major goal of this module is to develop an attitude of cooperation between law enforcement and drug treatment personnel. A necessary ingredient for the development of this attitude is the perception on the part of the workers in both systems of the similarities that exist within the two systems.

After completing this module, trainees will be able to:

1. identify one action taken by the criminal justice system in dealing with a client/offender at each of the following stages: crisis, intervention, corrective action, re-entry, and adjustment.
2. identify one action, practice, or program taken by the drug abuse treatment system in dealing with a client/offender at each of the following stages: crisis, intervention, corrective action, re-entry, and adjustment;
3. recognize the analagous functions with regard to both systems, by identifying commonalities within the two systems;
4. given neutral terms, recognize the different synonymous terms used by the two systems;
5. recognize at least three of the seven developmental characteristics of high risk individuals;
6. identify the role of coercive motivation in getting the client into treatment.

Module 4: THE INTERFACE BETWEEN THE TWO SYSTEMS

The focus of this module is to define the interface concept and to show how clients of a criminal justice system can be moved across the boundaries of that system into the drug abuse treatment system for services and to show how treatment personnel from the drug abuse treatment system can move into the criminal justice system to provide services within institutional settings.

After completion of this module, the trainee will be able to:

1. recognize the attributes of interface;
2. recognize one goal of interface;
3. recognize the definition of diversion;
4. identify at least one of the means by which an offender/client can be diverted to community-based treatment programs;
5. recognize the definition of infusion;
6. identify at least one of the means by which a treatment or treatment-related component(s) may be infused into the incarceration-rehabilitation process; and
7. identify the roles that understanding and trust play in the relationship between the two systems.

Unit II: PROCESSES
Module 5: SCREENING, ASSESSMENT, AND DEVELOPMENT OF RECOMMENDATION

The focus of this module is to communicate the kinds of information and knowledge that should be obtained on both the client and available treatment programs in order to determine which program would best meet the needs of a particular drug abuse client. The module discusses four steps necessary for accomplishing this task: (1) collecting appropriate data on the client, (2) analyzing data for an effective client assessment, (3) developing a knowledge and understanding of a wide spectrum of treatment modalities, and (4) the developing of an appropriate recommendation. Each will be examined in turn. The interdependency of these steps will also be discussed.

After completing the module, the trainee will be able to:

1. recognize four areas of content in a screening interview;
2. identify at least ten items of information and/or questions that would be of value in client assessment;
3. recognize the constraints of the interview technique in a correctional setting;
4. identify two alternate sources of client data, other than the screening interview;
5. identify two of the major elements of human behavior that could be utilized in developing a drug rating scale;
6. identify two of the major elements of human behavior that could be utilized in developing a readiness-for-treatment rating scale;
7. identify two of the major elements of human behavior that could be utilized in developing a resource rating scale;
8. recognize two major goals of the screening and client assessment tasks among a list of goals;
9. match clusters of client attributes with an appropriate treatment modality;
10. recognize three elements of the psychotherapeutic process among a list of elements.

Module 6: CONTRACTING, ADJUDICATION, AND REFERRAL

In Module 5, we considered the problem of matching a potential client with an appropriate treatment modality. At that point, we developed a treatment recommendation. It is now necessary to turn the recommendation into a referral that can be accepted by the client, the criminal justice system, and the drug abuse system. This module will focus on the steps necessary to develop this referral, and includes the following:

1. getting the commitment of the potential client to enter treatment (this is done by making a contract);
2. obtaining the proper "adjudication" from the prosecutor or the courts to allow the client to enter treatment;

3. placing the client in the treatment program (this step includes both gaining admittance for the client and the logistics of placing the client physically).

After completing this module, the trainee will be able to:

1. identify the behavioral elements necessary for a successful client-counselor contract, by selecting two of these elements from a list of behavioral elements;
2. recognize two applications of contracting, by identifying two situations in which contracting is used;
3. identify one procedural element necessary for placement.

Module 7: MONITORING AND RE-ENTRY

This module is designed to inform probation officers and treatment counselors of the lines of communication, the information requirements of both systems, and the procedures for communicating between systems in order to keep track of a client. It describes the responsibility of each worker in this network and the various reports that are required to form a "paper trail" of client activity.

After completion of the module, the trainee will be able to:

1. identify two functions, among a listing of functions, of the monitoring process;
2. identify the conditions that must be met to obtain a legal waiver of client rights under the Federal Confidentiality Regulations;
3. identify the conditions under which the criminal justice system can release prior arrest information to the drug abuse treatment system as stipulated in the Federal Privacy and Security Regulations;
4. recognize eight of the ten types of re-entry services that are outlined in the readings.

Unit III: APPLICATIONS

Module 8: COMMUNITY-BASED AND INSTITUTIONAL TREATMENT MODELS

The focus of this module is to provide trainees with a brief review of the goals of the drug abuse treatment and criminal justice systems, knowledge of the structures and functions of the major community-based (non-institutional) treatment modes utilized in this country, and knowledge of drug abuse programs that have been adapted for correctional institutions.

After completion of the module, trainees will be able to:

1. identify, by recognizing among a list of modalities, the four community-based (non-institutional) treatment modalities discussed in "Four Drug Abuse Treatment Modes: Non-Institutional," by Mike Sheehan;
2. identify, by recognizing among a list of modalities, four of the six institutional treatment modalities discussed in "Institutional Drug Abuse Treatment Modes," by Harvey A. Friedman and Donna S. d'Almeida.

Module 9: "THE GAME" - A STRUCTURED LEARNING EXPERIENCE

The focus of this module is to allow trainees to use information and skills acquired earlier in training in a learning experience structured to give them practice in building and operating a client diversion system. Trainees will have to match clients with treatment, basing their judgment on information obtained from hypothetical situations that they construct from material provided in their resource packets.

During this module, trainees will apply the principles and systems of interface by selecting program types for hypothetical clients through a structured learning experience.

This module is designed to allow trainees to actually take part in a decision-making process between two systems. An interface decision-making situation is created and trainees are given the opportunity to experience what actually happens in such a situation. By this time in the training course, trainees should be able to work together on the assigned tasks, drawing appropriately from the different resources each of them brings. Problems that do arise can be "flagged" and possible solutions offered, but the major objective is to demonstrate that, with some training and exposure to each other, workers from the criminal justice and drug abuse treatment systems can work productively with each other.

A secondary objective is for the trainers to receive feedback on whether trainees believe the course met their needs.

Module 10: PLANNING FOR INTERFACE

The purpose of this module is to engage trainees in the development of simple first-step action plans for implementing or improving the justice-drug interface collaborative activities in their local jurisdictions. The module also provides for post-testing, feedback, and evaluation by the whole group for the entire training cycle.

1, Trainees will be asked, individually, to list two or three specific steps they can take to improve interface/collaborative activities with the "other" systems.

2. Trainees will be asked to make suggestions to the "parent" organizations, who sponsored and helped plan the training, regarding improved interface/collaborative activities.

3. Trainees will give trainers and trainees evaluative feedback of the entire training program by expressing "wishes" and "pluses" verbally and in writing.

PREVENTION PROGRAM MANAGEMENT (Revised)

SOURCE AND DATE: NDACTRD, 1980

COMPONENTS: Trainer Manual
Participant Manual

COMMENTS:

TRAINER REQUIREMENTS: The course should be delivered by an experienced prevention program manager and at least one other trainer who is a drug abuse prevention professional. Training team members should have demonstrated training experience in training adult learners as well as competence and experience in management and planning, ability to plan and work together, and an understanding of how individuals learn. Desirable prerequisites for the training team members include the following NTS courses: Community-Based Prevention Specialist, Basic Management Skills, and Training of Trainers.

TARGET AUDIENCE: Individuals who carry operational or management responsibility for drug abuse prevention programs.

INSTRUCTIONAL MODE & SETTING: At least one large and two small workrooms equipped with chairs and tables. This is a 5-day (36-hour) course designed to be delivered by at least two (preferably three) trainers regardless of the size of the participant group. A maximum of 18-20 participants is recommended.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation, Overview, and Climate Setting	Registration; pretest administration; large group exercise; large group lecture/discussion; individual exercises	3 hours, 35 minutes
2. Prevention: Yesterday, Today, and Tomorrow	Large group lecture/discussion; individual and small group discussions; individual and dyadic exercises	3 hours, 30 minutes
3. Program Management Theory and Practice	Individual; small and large group exercises/discussions; small group lecture/discussion	4 hours, 15 minutes

PREVENTION PROGRAM MANAGEMENT (Revised)

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
4. Managerial Style and Planning for Change	Small and large group exercise/discussion; individual exercise; large group lecture	2 hours, 35 minutes
5. Management Tools	Individual, triadic, and small and large group exercises; large group lecture/discussion	4 hours
6. Networking and Interagency Collaboration	Small group exercise/discussion; large group lecture/discussion/demonstration	4 hours
7. Targeting Programs for Special Populations	Small group exercise/discussion; individual exercise; large group lecture/discussion	3 hours, 40 minutes
8. Resource Development and Grantsmanship	Large group lecture/discussion; octetic and dyadic exercises	7 hours, 15 minutes
9. Action Planning for Program Growth	Large group lecture/discussion; individual and triadic exercises	3 hours, 20 minutes
10. Preventing Burnout	Large group lecture/exercise/discussion; post-test administration	3 hours, 15 minutes

Course Goals and Objectives

Module 1: ORIENTATION, OVERVIEW, AND CLIMATE SETTING

The goals of this session are to:

1. Orient participants to the training program.
2. Develop a climate conducive to learning.
3. Provide an opportunity for participants to exchange information about their programs.

At the end of this module, participants will be able to:

1. Describe at least two goals and two objectives that they have for the course.
2. Describe at least four different approaches to prevention.

Module 2: PREVENTION: YESTERDAY, TODAY, AND TOMORROW

The goals of this session are to:

1. Expose participants to critical issues and common problems that affect the survival and growth of prevention programs, while building upon their individual experiences with their own programs.
2. Share successful growth strategies and discuss new options.

At the end of this module, participants will be able to:

1. List five critical incidents in the development of their drug abuse prevention programs.
2. Identify at least three "survival issues" common to each of the drug abuse prevention programs that are represented.
3. Describe at least one successful "coping strategy" for each critical issue.
4. Identify at least one resource person within the training population who has dealt successfully with a similar survival issue.

Module 3: PROGRAM MANAGEMENT THEORY AND PRACTICE

The goal of this session is to:

1. Relate the growth issues being experienced by drug abuse prevention programs to the body of knowledge concerning organizational development and human services management.

At the end of this module, participants will be able to:

1. Identify the present stage of organizational development of their prevention program in terms of current theory and practice.
2. Describe the basic functions of management as applied to human service programs.

Course Goals and Objectives

Module 4: MANAGERIAL STYLE AND PLANNING FOR CHANGE

The goal of this session is to:

1. Enable participants to relate their own program issues to such concepts as situational leadership theory and Sherwood's Model of Planned Renegotiation.

At the end of this participants will be able to:

1. Describe the elements of a "planned renegotiation" process which they will use to deal with organizational change.
2. Graph their own personal management/leadership styles as prevention program managers.

Module 5: MANAGEMENT TOOLS

The goal of this session is to:

1. Familiarize participants with the concepts of needs assessment, planning, and evaluation to prepare them to work cooperatively with prevention evaluators.

At the end of this module, participants will be able to:

1. Identify the three basic phases of a needs assessment process.
2. Write clear, specific, and measurable program objectives.
3. List the five components of a logical program development process.
4. Describe the three types of evaluation described in NIDA's Prevention Evaluation Research Model.
5. List 1-, 3-, and 5-year goals for their programs.

Module 6: NETWORKING AND INTERAGENCY COLLABORATION

The goals of this session are to:

1. Explore options for program growth through networking and interagency collaboration.
2. Apply these concepts to participants' programs and communities.

At the end of this module, participants will be able to:

1. List at least five other local organizations and agencies in their community with whom the potential for collaboration exists.
2. Describe the basic assumptions behind networking.
3. Develop a plan for a prevention support network within their own community.
4. Identify at least one program objective which might be achieved through networking or interagency collaboration.

Course Goals and Objectives

Module 7: TARGETING PROGRAMS FOR SPECIAL POPULATIONS

The goals of this session are to:

1. Provide participants with the opportunity to explore program options for target populations that are relevant to their program and/or community needs.
2. Identify at least five cultural issues which need to be considered when developing programs for special populations.

Module 8: RESOURCE DEVELOPMENT AND GRANTSMANSHIP

The goals of this session are to:

1. Provide participants with information about fund raising.
2. Teach participants from both local and national sources, how to use the appropriate resources as they try to obtain program support.
3. Help participants formulate funding strategies for their prevention programs.

At the end of this module, participants will be able to:

1. Identify at least two criteria for eligibility that any private organization should meet before attempting to secure funds from a private or public source.
2. Identify at least five pieces of pertinent information about a foundation or a government agency before they attempt to solicit funds.
3. Identify at least three reasons for a support base to be developed for a prevention program.
4. Identify at least seven categories that should be covered by any proposal.

Module 9: ACTION PLANNING FOR PROGRAM GROWTH

The goals of this session are to:

1. Enable participants to select the program strategy most relevant for their program and community needs.
2. Help participants design an action plan to implement that strategy after the training.

At the end of this module, participants will be able to:

1. Identify their highest-priority program need and give three reasons for their selection.
2. Describe the growth strategy which would most effectively address that perceived need.
3. Write an action plan to implement that strategy within their own program and/or community.

4. Describe at least one criterion for measuring the success of that strategy.

Module 10: PREVENTING BURNOUT

The goals of this session are to:

1. Encourage participants to develop, extend, and solidify personal strategies for personal support and growth in the midst of organizational change and growth.

2. Review possible applications of the knowledge and skills transmitted through the training.

At the end of this module, participants will be able to:

1. Identify at least three coping strategies which they can use for personal and organizational replenishment.

2. Identify the common symptoms of "burnout" at individual and organizational levels.

3. Identify one piece of knowledge or one skill which they intend to use as a result of the training.

4. List the major knowledge and skill areas covered during the training.

PREVENTION: WORKING WITH THE SCHOOLS

SOURCE AND DATE: NDACTRD, 1980

COMPONENTS: Trainer Manual
Participant Manual

COMMENTS: ACE Credit recommendations: 3 units of graduate level credit.

TRAINER REQUIREMENTS: This course is designed to be delivered by three trainers skilled at facilitating group process. The collective experience of the team should include actual work in drug abuse prevention at the school and/or community level and first-hand knowledge of the structure and functions of school systems. Formal involvement of the State Prevention Coordinator can be a valuable asset.

TARGET AUDIENCE: Individuals working in the field of drug abuse prevention in community agencies, with the responsibility or desire to begin or expand school-based prevention programs. Substantial modifications of this design would be required to deliver this course to a totally or predominantly school system-based training population.

INSTRUCTIONAL MODE & SETTING: At least one large and two small workrooms equipped with chairs and tables or chairs with a suitable writing surface is required. The optimal trainee-participant ratio is 1 to 8; a maximum of 18-20 participants. The course is designed to be delivered in an initial 3 1/2 days (25 hours) training experience, with two 1-day follow-up "practicum sessions" scheduled at suitable intervals (preferably monthly) after the initial training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation and Overview: Drug Abuse Prevention and the School System	Registration; Pretest administration; large and small group lectures/discussions/exercises	3 hours, 45 minutes
2. Structure and Organization of the School System	Large group lectures/exercises/discussions small group exercise	3 hours, 45 minutes
3. Preparing to Enter the Schools--Assessing Your Role and Building Relationships	Large group discussions/exercises/lectures; individual exercises	3 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
4. Entering Your School System	Large and small group exercises/discussion; triadic exercise/discussion; individual exercise	3 hours, 45 minutes
5. Drug Abuse Correlates, Prevention Modalities and Networking	Large group exercise/discussion/lecture; individual exercise; small group discussion	3 hours, 20 minutes
6. Action Planning	Large and small group lecture/discussion; small group and individual exercises	2 hours, 50 minutes
7. Evaluation and Funding	Triadic and large group discussion; large group lectures; post-test administration	4 hours
8. First Practicum	Large group discussion/exercise/lecture; small group and individual exercises; dyadic or triadic group discussions	6 hours, 20 minutes
9. Second Practicum	Large group lecture/discussion/exercise; individual exercise; small group discussion exercise	6 hours, 20 minutes

Course Goals and Objectives

Module 1: ORIENTATION AND OVERVIEW: DRUG ABUSE PREVENTION AND THE SCHOOL SYSTEM

The goals of this session are to:

1. Orient participants to the training program.
2. Develop a climate conducive to learning.
3. Provide information on the concept of drug abuse prevention.
4. Provide information on contemporary education issues.

At the end of this module, participants will be able to:

1. State three personal goals and three expectations that they have for the course.
2. Identify three accepted elements of a drug abuse prevention definition.
3. Describe at least five problems faced by school systems today.

Module 2: STRUCTURE AND ORGANIZATION OF THE SCHOOL SYSTEM

The goals of this session are to:

1. Introduce the general organizational structure of the American public school system.
2. Introduce the role of local education issues and a school drug use policy.
3. Provide participants with an understanding of the importance of school/community assessment in planning school drug prevention programs.

At the end of this module, participants will be able to:

1. Chart their local school system.
2. List the formal and informal sources within their school and community network that can help or hinder drug abuse prevention programming.
3. Identify at least five major components of a comprehensive drug abuse policy for a school system.

Module 3: PREPARING TO ENTER THE SCHOOLS--ASSESSING YOUR ROLE AND BUILDING RELATIONSHIPS

The goals of this session are to:

1. Provide information to participants about the nature and process of introducing a new program in the schools and the roles which drug abuse prevention professionals can play in providing assistance to schools.

At the end of this module, participants will be able to:

1. Diagram and label two models of change.
2. List and explain the four primary ways in which a prevention specialist can assist schools in implementing prevention programs.
3. List five specific criteria to consider when establishing a working relationship with the schools.

Course Goals and Objectives

Module 4: ENTERING YOUR SCHOOL SYSTEM

The goals of this session are to:

1. Provide participants with an opportunity to integrate the knowledge learned in Modules One through Three concerning power structures within schools, possible entry points into schools, and possible roles of a drug abuse professional in working with schools.
2. Reflect on this information and identify personal skills and knowledge which are appropriate to those possible roles.

At the end of this module, participants will be able to:

1. List personal skills, experiences, and strengths related to working with schools.
2. Identify their most comfortable roles as prevention specialists.
3. Identify three potential entry points for working with a local school.
4. Outline three possible action steps which can be taken to begin working with a local school.

Module 5: DRUGE ABUSE CORRELATES, PREVENTION MODALITIES, AND NETWORKING

The goals of this session are to:

1. Provide participants with information about correlates of drug abuse, different primary prevention strategies, and networking concepts.
2. Begin selecting a prevention approach that is appropriate for their school/school system.
3. Provide participants with an opportunity to begin selecting people with whom to network in their own locality.

At the end of this module, participants will be able to:

1. Identify five correlates and five related behaviors to drug abuse.
2. Describe the implication of this knowledge for prevention programming and for entering the schools.
3. Describe at least five primary prevention approaches according to their characteristics, the needs they address and the resources required for implementing them.
4. Explain the concepts of networking and identify six community agencies with whom they could create a network for school-based prevention.

Module 6: ACTION PLANNING

The goal of this session is to:

1. Provide participants with an opportunity to begin developing an action plan to develop a school-based prevention program in their own community.

At the end of this module, participants will be able to:

1. List the five components of an action plan, based upon the principles of Program Development Logic.

Course Goals and Objectives

2. Complete an action plan with given components; problem statement, goals, objective, activities, and tasks.

Module 7: EVALUATION AND FUNDING

The goals of this session are to:

1. Provide participants with an opportunity to receive feedback on their action plans.
2. Provide them with information on program evaluation and funding.

At the end of this module, participants will be able to:

1. Identify at least three levels of evaluation according to the National Prevention Evaluation Research Network (NPERN) Guidelines.
2. Identify at least three local sources for funding.
3. Identify at least two evaluative questions which their program intends to answer.

Module 8: FIRST PRACTICUM

The goals of this session are to:

1. Provide participants with an opportunity to review and revise their preliminary action plans.
2. Collectively develop strategies for solving problems encountered in the first month of working with the schools.

At the end of this module, participants will be able to:

1. Identify at least two strategies for solving the most important problem they encountered over the last month in trying to implement their action plan.
2. Describe their revised goals and objectives and the rational for the revisions.
3. Identify three activities that they will undertake over the next month.

Module 9: SECOND PRACTICUM

The goals of this session are to:

1. Provide participants with an opportunity to write their "final" action plans.
2. Practice the problem-solving process, to hear a special presentation on a subject of their choice, and to arrange for continued communication and/or support from the group.

At the end of this module, participants will be able to:

1. Identify five steps to take in solving a problem.
2. Identify five steps they have taken to date in starting a school-based prevention program.
3. Describe their "final" goal and objectives, and how to revise them.

PUERTO RICAN HISTORY AND CULTURE

SOURCE AND DATE: NDACTRD, 1979, from a course originally developed by the New York Division of Substance Abuse Services, Bureau of Training and Resource Development

COMPONENTS:
Trainer Manual
Participant Manual
Resource Manual (for trainer only)
Slide-Tape Programs (5)
Film "Salsa"
Audiotapes (2)

COMMENTS: Though the audiovisual components are not available, the course is still worthwhile for the written information it contains.

TRAINER REQUIREMENTS: This course requires a trainer who is skilled in lecture presentations and in facilitating small group interactions and has extensive knowledge of Puerto Rican history and culture in the Island and the U.S., issues and concerns of Puerto Rican people in the U.S. today, needs of the general Puerto Rican population, and substance abuse treatment and intervention as they apply to the Puerto Rican Substance abuser.

TARGET AUDIENCE: This program is designed for Latino counselors both Puerto Rican and non-Puerto Rican, interviewers, clinical supervisors, administrators, and others working with Puerto Rican clients in substance abuse treatment, intervention, and education programs. It is recommended that the training program be ethnically and/or racially mixed and include supervisory and treatment personnel.

INSTRUCTIONAL MODE AND SETTING: The standard delivery time of two 8-hour sessions can be adapted according to the needs of the learners or the setting. Alternatives include four 4-hour sessions and session-by-session. A ratio of one trainer to 20-25 trainees is recommended with a minimum group size of 6-9 trainees.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I.	Registration and Overview	Presentation; discussion	45 minutes
II.	Stereotypes About Puerto Ricans	Lecture; discussion	45 minutes
III.	Geography of Puerto Rico: The Caribbean Setting	Lecture; slide-tape presentation	20 minutes
IV.	Indian, Spanish and African Cultures: The Formation of the Puerto Rican Nation	Mini-lecture; slide-tape presentation	1 hour, 10 minutes

	SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
V.	The American Occupation of Puerto Rico: The Struggle for Self-Determination Continues	Lecture; discussion	30 minutes
VI.	The Migration to the Mainland: The Diaspora of the Puerto Rican Nation	Lecture; discussion	1 hour
VII.	The Employment Situation in the U.S.	Lecture; discussion	1 hour
VIII.	The Hispanic Origins of the Puerto Rican Family and the Americanization of Puerto Rico: The Broken Family in New York	Lecture; discussion	1 hour
IX.	The Nuyorican: Aspects of the Developing Culture in the U.S.	Audiotape; film; discussion	1 hour
	Racism in Puerto Rico and the U.S. (Floating Module)	Lecture; discussion	15-30 minutes
X.	Specific Problems and Issues in Dealing with the Puerto Rican Substance Abuser	Lecture; discussion	1 hour, 45 minutes
XI.	Sample Client Case Studies and Intervention Strategies	Lecture; discussion; case studies	3 hours, 30 minutes
XII.	Wrap-up, Assessment, Evaluation, and Closure	Lecture; discussion; written test	1 hour, 30 minutes

Course Goals and Objectives

Course Goals:

- To describe the current status of the Puerto Rican nation on the Island and in the United States, and the relationships of these communities to Puerto Rican substance abuse.
- To identify those problems and issues that arise in treatment as a result of the Puerto Rican substance abuser's cultural and linguistic heritage.
- To provide structured training experiences for treatment staff to improve their skills in analyzing case studies and designing and implementing effective intervention strategies for their Puerto Rican clients.
- To discuss realistic changes that can or should be implemented at the intervention level to attract, effectively treat, and rehabilitate the Puerto Rican substance abuser.

Module I: REGISTRATION AND OVERVIEW

The goals of this module are to assist the group to come together, to socialize, and to complete the registration procedures as needed.

Module II: STEREOTYPES ABOUT PUERTO RICANS

At the end of this module, trainees will be able to:

1. Describe what stereotype is, including how it originates and establishes expectations of behavior and attitudes that can falsely guide one's perceptions of, and actions/reactions to, the stereotyped person(s).
2. List at least five stereotypes or myths they have heard about Puerto Ricans.
3. Discuss the possible origin or "kernel of truth" of selected stereotypes.

Module III: GEOGRAPHY OF PUERTO RICO: THE CARIBBEAN SETTING

At the end of this module, trainees will be able to:

1. Identify on a map the Caribbean Sea in relation to Atlantic Ocean and North, Central, and South America.
2. Identify the major land masses or island groups in the Caribbean.
3. Locate Puerto Rico on a map of the Caribbean.
4. Describe the major topographical features of the Puerto Rican island group.
5. Discuss the close proximity of Puerto Rico to the United States and to other countries and the significance of its location.

Course Goals and Objectives

Module IV: INDIAN, SPANISH AND AFRICAN CULTURES: THE FORMATION OF THE PUERTO RICAN NATION

At the end of this module, trainees will be able to:

1. Identify the three major racial groups that formed the Puerto Rican nation.
2. Identify their linguistic and cultural contributions to the Island.
3. Identify the highlights of the 15th through 17th centuries of Spanish colonization of Puerto Rico.
4. Identify the most significant events in the 19th century that led to the formation of a national Puerto Rican consciousness and the emergence of Puerto Rican nationalism.

Module V: THE AMERICAN OCCUPATION OF PUERTO RICO: THE STRUGGLE FOR SELF-DETERMINATION CONTINUES

At the end of this module, trainees will be able to:

1. Describe briefly some of the significant developments in Puerto Rico in the 20th century, including:
   - the growth of political parties
   - cultural-linguistic imperialism
   - American politico-economic domination
   - Operation Bootstrap
2. Describe the special political and economic ties between the Commonwealth of Puerto Rico and the United States.

Module VI: THE MIGRATION TO THE MAINLAND: THE DIASPORA OF THE PUERTO RICAN NATION

At the end of this module, trainees will be able to:

1. List at least three factors leading to the migration of Puerto Ricans to the United States.
2. Identify at least three socio-economic outcomes of the Puerto Rican migration to the United States as reflected in the Puerto Rican barrios of the United States.

Module VII: THE EMPLOYMENT SITUATION IN THE U.S.

At the end of this module, the trainees will be able to:

1. Identify at least five factors affecting employment and low income in the Puerto Rican minority.
2. Identify at least three major occupational categories held by Puerto Ricans, both male and female, from 1950 - 1970.

Course Goals and Objectives

Module VIII: THE HISPANIC ORIGINS OF THE PUERTO RICAN FAMILY AND THE AMERICANIZATION OF PUERTO RICO: THE BROKEN FAMILY IN NEW YORK

At the end of this module, trainees will be able to:

1. Define the terms machismo and the virginity cult and discuss the status of these value systems in Puerto Rican society and their impact on the Puerto Rican family in New York City today.

2. Define the concepts of the extended family and the compadrazgo system in Puerto Rican Culture, and discuss their incidence in Puerto Rican life in the U.S. today.

3. State some reasons behind the changing roles in the Puerto Rican family in the U.S.

4. State some examples of the changing roles in the Puerto Rican system as indicators of assimilation of Puerto Ricans into the "American way of life".

Module IX: THE NUYORICAN: ASPECT OF THE DEVELOPING CULTURE IN THE U.S.

At the end of this module, trainees will be able to:

1. Explain the cultural and linguistic meaning behind the term salsa.

2. Identify at least three socio-cultural problem areas for Puerto Ricans as depicted in the "Puerto Rican Obituary", by Pedro Pietri.

Floating Module: RACISM IN PUERTO RICO AND THE U.S.

At the end of this module, trainees will be able to:

1. Explain the existence of the myth that there is no racism in Puerto Rico.

2. Identify the different racial classifications in Puerto Rico and their origins.

3. Give a reason why Puerto Ricans tend to identify with ethnicity rather than race.

4. Discuss the question of racial vs. ethnic identification in the United States.

Module X: SPECIFIC PROBLEMS AND ISSUES IN DEALING WITH THE PUERTO RICAN SUBSTANCE ABUSER

At the end of this module, trainees will be able to:

1. List five problems specific to the Puerto Rican substance abuser.

2. List five problems Puerto Ricans share with substance abusers in general.

3. Discuss some of the implications of these problems in terms of appropriate and inappropriate treatment plans for Puerto Rican substance abusers.

4. Identify at least five implementable solutions in their treatment setting.

Course Goals and Objectives

5. Identify appropriate worker responses and common worker mistakes when dealing with cultural aspects of Puerto Rican abusers.

Module XI: SAMPLE CLIENT CASE STUDIES AND INTERVENTION STRATEGIES

At the end of this session, trainees will be able to:

1. Identify the central issues, problems, or factors, seen in a sample case study, that may be related to the client's addiction and seem to have particular significance in light of the client's Puerto Rican background and culture.
2. Prepare appropriate intervention strategies for the client in the case study.
3. Discuss relative merits and disadvantages of different intervention approaches and activities.
4. Match the factors, issues, and problems identified in the case studies to the related socio-cultural problem area(s) that contribute to the substance abuse situation.

Module XII: WRAP-UP, ASSESSMENT, EVALUATION, AND CLOSURE

The goals of this module are to:

1. Wrap up the discussion of the material and explore any areas that were not covered in the program.
2. Give the final assessment.
3. Have trainees evaluate the program in a written and/or oral form.
4. Say farewell to the trainees.

STAFF BURNOUT

SOURCE AND DATE: NDACTRD, 1980

COMPONENTS: Trainer Manual
Participant Manual

COMMENTS: ACE credit recommendation: 3 units of graduate level credit.

TRAINER REQUIREMENTS: The course requires a skilled trainer with six months' experience working in substance abuse rehabilitation or other human service programs (perferably in a supervisory capacity); six months' experience in both small and large group training (or a certified instructor of the NTS course, Group Facilitator's Training Package). The trainer should have read all the resource papers designated as "required reading" in the Trainer Manual. In addition, it would be beneficial to the training delivery if at least one member of the training team were knowledgeable about stress and stress management techniques. Desirable content prerequisites for training team members include the following NTS courses: Basic Management Skills, Drugs in Perspective, and Supervision.

TARGET AUDIENCE: Supervisory and line counseling staff of drug or alcohol rehabilitation programs

INSTRUCTIONAL MODE & SETTING: Trainer-led large and small groups with a maximum of 8 participants per trainer; average number of 24 participants. Large meeting room with small meeting rooms for each small group is required. The course is designated to be trained over a 5-day period (35 hours).

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. **Introduction and Overview**	Registration; pretest administration; large group exercise; "Self-Assessment Inventory"; discussion	3 hours
2. **Basic Principles of Ecosystems**	Lecture; simulation experience, large group discussion; demonstration; exercises	4 hours
3. **Stress In the Human Condition**	Large group exercise/discussion; lecture/discussion	3 hours
4. **SBO as an Ecological Dysfunction**	Lecture/discussion, small group exercise and discussion; structured experience exercise.	7 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
5. Prevention, Intervention, and Treatment of Staff Burnout	Lecture/discussion; exercise, small group work and presentations	7 hours
6. Planning for a Change	Lecture; structured experience; exercise	4 hours
7. Action Plan Development	Lecture; individual exercise; discussion	4 hours
8. Closure and Evaluation	Lecture; discussion; individual exercise; post-test administration	3 hours, 30 minut

Course Goals and Objectives

GOALS

Module 1: INTORDUCTION AND OVERVIEW

The goals of this session are to:

1. Provide a get-acquainted exercise, course overview and opportunity for discussing training ground rules and sharing expectations.
2. Promote participants' awareness of the training environment and how it affects them.
3. Provide an initial working definition of staff burnout.
4. Introduce the general conceptual framework for the course.

At the end of this module, participants will be able to:

1. Define staff burnout.
2. Give their initial perception of the level of burnout existing in themselves and their agencies.
3. Identify at least two variables in the training environment that directly affect them.

Module 2: BASIC PRINCIPLES OF ECOSYSTEMS

The goals of this session are to:

1. Convey some fundamental principles of governing the interrelationship between an entity and its environment.
2. Define stress as the response of an individual to frightening, demanding, or hindering stimuli in the environment.
3. Describe at least four diagnostic domains that can help them to understand their organization.
4. Describe at least five attributes of an organization that frustrate the accomplishment of discrete individual tasks.
5. Describe at least five personal attributes that affect how an individual functions on his job.

Module 3: STRESS IN THE HUMAN CONDITION

The goals of this session are to:

1. Provide rudimentary information on the psychophysiology of stress.
2. Describe the stress-response cycle.
3. Describe the ways in which stressors in the environment are perceived and identified.

At the end of this module, participants will be able to:

1. Describe the eight basic steps of the physiological stress-response cycle.
2. Define the General Adaptation Syndrome.
3. Identify at least five physiological stress reactions.

4. Describe the two elements of the filter used by individuals in processing stimuli from the environment.

Module 4: SBO AS AN ECOLOGICAL DYSFUNCTION

The goals of this session are to:

1. Identify and analyze the indicators, manifestations, and consequences of burnout at the organizational and individual levels.
2. Explain the dynamic interaction among component parts of the ecosystem in which burnout occurs.
3. Assist participants in analyzing how burnout manifests itself in themselves and their organizations.

At the end of this module, participants will be able to:

1. Identify at least four stressors on the environmental, organizational, and individual levels that contribute to burnout.
2. Identify at least four individual and organizational symptoms of burnout.
3. Define three adaptive and maladaptive responses to perceived stressors.
4. Describe at least two individual and systems consequences of burnout.

Module 5: PREVENTION, INTERVENTION, AND TREATMENT OF STAFF BURNOUT

The goals of this session are to:

1. Promote participants' awareness of some techniques that can be used for prevention, intervention, or treatment of staff burnout at the individual level.
2. Promote participants' awareness of techniques that can be used for prevention, intervention, or treatment of staff burnout at the organizational level.
3. Provide participants with guidelines for the selection and implementation of strategies designed to address the burnout phenomenon at both the personal and organizational levels.

At the end of this module, participants will be able to:

1. Identify at least four examples of techniques that can be used in the prevention, intervention, or treatment of staff burnout at the individual level.
2. Identify at least four examples of techniques that can be used in the prevention, intervention, or treatment of staff burnout at the organizational level.
3. Identify at least three guidelines for the selection and implementation of strategies aimed at addressing the staff burnout phenomenon at both the personal and organizational levels.
4. Demonstrate, through a group exercise, the ability to use strategy selection guidelines for the prevention, intervention, or treatment of burnout.

Course Goals and Objectives

Module 6: PLANNING FOR A CHANGE

The goals of this session are to:

1. Use the principles of force field analysis, identification, and priority establishment in planning change implementation.
2. Assist participants in clarifying their relationship with their work.
3. Assist participants in identifying those factors in themselves, their organization, and their environment that contribute to burnout and that they would like to change.

At the end of this module, participants will be able to:

1. Write a statement that describes their present relationship to their work.
2. Describe several criteria that can help them decide whether to implement controlled change.
3. Demonstrate the principles of brainstorming, force field analysis, and establishment of priorities in selecting at least three things in themselves, their organization, and their environment that they will work to change.
4. Identify the internal and external resources they will mobilize in order to effect change.

Module 7: ACTION PLAN DEVELOPMENT

The goals of this session are to:

1. Provide an opportunity for participants to develop, under supervision, an action plan that addresses burnout--in themselves and their organization--that they can implement when they return to their programs.
2. Provide an opportunity to present their plans to other participants and receive peer feedback on the plan's potential effectiveness.

At the end of this module, participants will be able to:

1. Demonstrate the skills necessary for developing action plans by drafting a concrete plan during the session.
2. Identify three alternative approaches for effecting change in a situation that is contributing to burnout in themselves and their organization.

Module 8: CLOSURE AND EVALUATION

The goals of this session are to:

1. Provide a review of course content.
2. Provide a summary of issues discussed on the subject of staff burnout.
3. Provide an opportunity to administer the post-test and re-administer the "Self-Assessment Inventory."

Course Goals and Objectives

4. **Provide** closure and reorientation for participants.

At the end of this module, participants will be able to:

1. **Re-record their** perception of the level of burnout existing in themselves and their agencies.
2. **Experience** a deep relaxation exercise and guided **fantasy.**

SUPERVISION

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer's Manual
Resource Manual

COMMENTS: ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, social work, management science, or urban studies.

TRAINER REQUIREMENTS: This course is designed to be delivered by at least two trainers, regardless of the participant group size. The training team should have a total of at least 3 years of counseling experience, 2 years of supervisory experience, and demonstrated training and experience in the management of training groups. Desirable prerequisites are experience with NDAC's CT-STCS, AITP, FOPE, and TOT courses.

TARGET AUDIENCE: Individuals responsible for supervising counselors in drug abuse and other substance abuse treatment programs or counselors with 3 years' experience in such a program who anticipate or aspire to a supervisory position.

INSTRUCTIONAL MODE & SETTING: The course is designed for 5 days and about 38 contact hours. The design assumes an additional 5 hours will be required for participants to complete reading assignments. The trainer-participant ratio should not exceed 1:8. Videotape cameras and playback equipment are desirable, but it is possible design the course for deliveries that do not includd video equipment.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I: Introduction and Overview	Climate-setting exercise; pretest; individual and small group task; lecturette.	3-1/2 hours
II: Definition and Dimensions of Supervision	Lecturettes; small group exercise; individual analysis of case study; large group discussion; summary of day's activities; reading assignment.	2-3/4 hours
III: The Context of Supervision	Lecture/discussion; role play exercise; lecture/discussion; individual task; lecture/discussion.	3 hours
IV: The Supervisory Process	Lecturette; small group exercise; lecturette; individual task; small group exercise; summary of day's activities; reading assignment.	3 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
V: Models, Methods, and Tools for Supervision	Lecturette; small group exercise; lecturette; brainstorming exercise.	2-1/4 hours
VI: Considerations in Supervisions	Lecturettes; brainstorming exercise; summary of day's activities; reading assignment.	2-1/2 hours
VII: Skill-Building and Application	Small group exercise; triad exercise-simulation; large group review; course summary and discussion; posttest; closing exercise.	6-1/2 hours

Course Goals and Objectives

Purposes: The purposes of the supervision course are to identify and describe the forms, processes, and skills that constitute supervision as a work area in drug abuse and other substance abuse treatment programs and to provide opportunities for participants to practice the supervision skills toward the development of greater competency in supervision as a work/task area.

Course Goals:

- To describe and illustrate the forms and functions of supervision in drug abuse and other substance abuse treatment programs.
- To delineate and describe the two primary aspects of supervision in drug abuse and other substance abuse programs.
- To describe the organizational context(s) of selected drug abuse treatment programs including: Structure, tasks, division of labor, division of authority and the relationship of those elements to the administrative and clinical aspects of supervision.
- To describe and illustrate the domain, the principles, and goals of the administrative aspects of supervision in drug abuse treatment programs including the standards and processes for evaluation.
- To describe and illustrate the domain, principles and goals of the clinical aspects of supervision including, the standards and processes for evaluation.
- To develop understanding of and appreciation for the tasks, skills, and competencies that constitute the role of "Supervisor" in drug abuse and other substance abuse treatment programs.
- To develop understanding of and appreciation for selected models of supervision.
- To describe and illustrate the use of selected "Tools" for supervision in drug abuse and other substance abuse programs.
- To provide opportunities for participants to develop and practice those behaviors and skills associated with effectiveness in the administrative and clinical aspects of supervision.

Module I: INTRODUCTION AND OVERVIEW

Module I is designed to familiarize the participants with the nature, general objectives, and the schedule of activities in the supervision course, in addition to developing an appropriate climate for learning in the training environment.

Upon completion of this module each participant will be able to:

- Describe the three learning processes utilized in this course.
- Orally enumerate and describe three major goals that the course is designed to achieve.
- Describe orally three personal objectives that they wish to be satisfied by participation in this course.

Course Goals and Objectives

Module II: DEFINITION AND DIMENSIONS OF SUPERVISION

Module II is designed to describe and clarify the nature of supervision as a generic task area and delineate the administrative, clinical, and evaluative aspect of supervision.

Upon completion of this module each participant will be able to:

- Describe, in writing, the nature and purposes of supervision in drug abuse and other substance abuse programs.
- Illustrate, in writing, the relationships between agency/organizational policies and procedures and the administrative aspects of supervision.
- Illustrate, in writing, the relationships between "Frame of reference" or "Theory of practice" and the clinical aspects of supervision in drug abuse and other substance abuse programs.
- Identify, in writing, five functional behaviors that are included in the role of "Supervisor."

Module III: THE CONTEXT OF SUPERVISION

Module III is designed to describe and examine those internal and external dimensions of drug abuse treatment systems that shape the character of those systems and, therefore, shape their supervisory processes.

Upon completion of this module each participant will be able to:

- Describe, in writing, the relations between the division of labor and the division of authority in drug abuse treatment systems.
- Identify, in writing, three boundary areas that should be given attention in drug treatment systems.
- Describe, in writing, how supervisory styles derive from the history of the organization and the orientation of the "Supervisor."
- Demonstrate, verbally, an understanding of the relationship of supervision to staff development.
- Identify, verbally, three functions of "Leadership" in drug abuse treatment systems.
- Identify, in writing, the four points of a clinical rhombus.

Module IV: THE SUPERVISORY PROCESS

The purpose of this module is to specify and describe the primary elements in the supervisory process. Attention is given to supervisory process in the administrative and clinical aspects of supervision, evaluation and the criteria for evaluation, the supervisory interview, and management by objective as a method of structuring the supervisory process.

Upon completion of this module each participant will be able to:

- Describe, in writing, three elements in the clinical aspects of supervision.

Course Goals and Objectives

- Describe, in writing, three elements of administrative aspects of supervision.
- Specify, in writing, the purpose of formal evaluation in supervision.
- Identify four conditions that any criteria for evaluation should meet.

Module V: MODELS, METHODS, AND TOOLS FOR SUPERVISION

This module focuses on the models, methods, and tools for supervision. It includes discussion and exercises that illustrate the form and processes in:

  - Dyadic/Tutorial Supervision
  - Group/Tutorial Supervision
  - Peer Supervision
  - Tandem Supervision
  - Consultation as Supervision
  - Tools for Supervision

Upon completion of this module participants will be able to:

- List at least three methods through which a supervisor receives information needed to perform the work of supervision.
- Identify two factors that influence/determine a supervisor's choice of the kinds of tools and strategies to be used for supervision. Orally describe how each factor influences this choice.
- Name one model of supervision and write down two reasons why an agency would choose to operate within this model.
- Identify, in writing, four tools for supervision and state the aspects of supervision for which each is most appropriate.

Module VI: CONSIDERATIONS IN SUPERVISION

This module presents selected concerns and issues that should be given attention in the supervisory process and the supervisory relationship.

Upon completion of this module each participant will be able to:

- Specify, in writing, the oral model for feedback.
- Identify, in writing, four demographic or psychological factors that may influence the supervisory interview process.
- Identify, in writing, three behaviors of an effective supervisor.
- Specify, in writing, three problems that typically occur in the clinical aspects of supervision.
- Specify, in writing, three problems that typically occur in the administrative aspects of supervision.

Course Goals and Objectives

Module VII: SKILL-BUILDING AND APPLICATION

Module VII is designed to provide each participant with opportunities to practice selected supervisory skills and to apply selected supervisory principles to simulated situations.

Upon completion of this module each participant will be able to:

- Demonstrate, in practice, the ability to conduct a simulated supervisory interview.
- Demonstrate, in practice, the oral method of giving feedback.
- Demonstrate, in writing, the ability to write a process recording of a brief supervisory interview (simulated).
- Demonstrate, in practice, the ability to critique and evaluate a process recording produced by another participant.
- Demonstrate, in practice, the ability to participate and contribute in a small group evaluation of the work of one other participant.
- Demonstate, in practice, the ability to use at least three methods of getting information around which supervision may occur.
- State, orally, the extent to which his/her expectations for the supervision course have/have not been met.
- Complete the posttest at the level of 75 percent correct or above.

TRAINING OF TRAINERS (Revised)

SOURCE AND DATE: NDACTRD, 1980

COMPONENTS: Trainer Manual
Participant Manual

COMMENTS:

TRAINER REQUIREMENTS: The team that delivers Training of Trainers should, in addition to meeting the prerequisites required for participants, be certified as trainers according to the current NTS criteria; this assumes the trainers have an understanding of how people learn and the ability to work as part of a team, when necessary.

TARGET AUDIENCE: The primary focus of the course is toward those individuals who deliver or will deliver courses developed within the National Training System (NTS) of the National Institute on Drug Abuse (NIDA). Those skills presented and developed in the course have broad applicability in the general field of training.

INSTRUCTIONAL MODE & SETTING: The course requires a sufficiently large workroom (suitable for 20-25 participants) and two smaller rooms (suitable for 8-10 people) equipped with chairs and writing surfaces so that participants are uncrowded. The ideal number of participants is 18-20; maximum number is 25. Length: 5-day (35-hour) training period. At least five additional hours will be required to complete supplementary reading assignments.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction to the Course and to Adult Learning Theory	Exercise; lecture; discussion	4 hours
2. Small Group Process--The Learning Environment	Lecture; discussion; exercises	2 hours, 35 minutes
3. Trainer Style	Discussion; exercise; role play	3 hours, 30 minutes
4. Cultural Considerations in Training	Large group and triadic exercises; discussion	5 hours, 45 minutes
5. Course Delivery: Methods and Media	Lecture; discussion	3 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
6. Facilitation: Processing Learning Experiences	Exercise; discussion	3 hours, 30 minutes
7. Facilitation: Intervening to Enhance Learning	Discussion; lecture; brainstorming exercise	3 hours
8. Adapting Training Packages: Understanding the Design Process	Discussion; lecture; exercise	3 hours, 10 minutes
9. Practicum	Individual or group exercises	3 hours, 25 minutes
10. Formal and Informal Evaluation: Providing Closure	Lecture; discussion; optional exercises	2 hours, 50 minutes

Course Goals and Objectives

Module 1: INTRODUCTION TO THE COURSE AND TO ADULT LEARNING THEORY

The goals of this session are to:

1. Enable participants to begin to get to know each other.
2. Help participants see how this course will meet their needs in becoming more effective trainers.
3. Enable participants to see the link between adult learning theory and the design of the content, organization, and methodology of this course.
4. Lay the groundwork for the application of concepts related to learning theory and adult learning to the delivery and facilitation of training.

At the end of this module, participants will be able to:

1. Identify other participants by name.
2. Name the four basic variables in the adult learning process.
3. Discuss principles of adult learning in terms of how they learn best.
4. Diagnose those aspects of their own trainer style that enhance or detract from adult learning.
5. Name three domains of learning.
6. List at least three principles from any combination of learning theory orientations.
7. Describe at least four assumptions about adult learners.
8. Describe or give an example of the relationship between the kinds of learning activities participants will experience and the retention of learning.

Module 2: SMALL GROUP PROCESS--THE LEARNING ENVIRONMENT

The goals of this session are to:

1. Increase knowledge of groups and their processes.
2. Increase awareness of the leader/trainer role at various stages of a group's life.
3. Organize a means of observing, analyzing, and interpreting group processes.

At the end of this module, participants will be able to:

1. List at least five elements of dynamics through which group process can be observed.
2. Describe the relationship between group maturity and the kind of leadership generally needed at each stage.
3. Identify three role functions group members can play.
4. Define the following terms:

    - Content
    - Process
    - Group
    - Group process
    - Group elements
    - Member elements

Course Goals and Objectives

5. Diagnose the stage of growth of their own group.

6. List elements and dynamics common to most groups.

7. Observe and identify elements and dynamics during a simulated group activity.

Module 3: TRAINER STYLE

The goals of this session are to:

1. Gain insight into present training style and self-understanding of desired professional goals.

2. Gain the motivation to consider options for strengthening deficiencies in style.

3. Facilitate self-assessment of tendencies within the trainer's own style that frustrate adult learners.

4. Understand issues relevant to cotraining.

At the end of this module, participants will be able to:

1. Give parameters of different styles.

2. Make a statement that is descriptive of his or her own style, after using a self-assessment inventory.

3. List three trainer traits felt to be worth working toward.

4. List four trainer traits that are felt to be undesirable.

5. List four issues to negotiate with a cotrainer

Module 4: CULTURAL CONSIDERATIONS IN TRAINING

The goal of this session is to:

1. Increase trainees' awareness of cultural differences and their implications for training.

At the end of this module, participants will be able to:

1. Identify at least five of the following variables about their own or a familiar nondominant cultural group:

   - Values
   - Major problems/concerns
   - Positive and negative attributes
   - Stressful elements and culturally appropriate coping strategies
   - Sex role-linked behaviors.

2. Identify at least two aspects of the communication process and small group dynamics that may reflect cultural differences.

3. Identify at least two areas that may require adaptation according to the needs or characteristics of a specific cultural group in a sample training design.

Course Goals and Objectives

Module 5: COURSE DELIVERY: METHODS AND MEDIA

The goals of this session are to:

1. Make the design connection between course objectives, training tasks, and method/media choice.
2. Provide familiarity with a wide group of media choices.
3. Give participants an armamentarium from which to redesign segments of a course package in order to make the learning activity more relevant to a particular trainee population.

At the end of this module, participants will be able to:

1. List at least two methods that effectively correspond to each of the learning domains.
2. Describe three considerations for media/method choice (objectives, pacing, and audience).
3. State which methods (and their related domain) are most often well received by adult learners and why.
4. State those methods they are familiar with, and list those in which they want to gain experience.

Module 6: FACILITATION: PROCESSING LEARNING EXPERIENCES

The goals of this session are to:

1. Understand what group experience has to offer individuals.
2. Understand communication that supports group and individual growth.
3. Understand what is needed beyond presenting information and facilitating experiential activities.

At the end of this module, participants will be able to:

1. Write four key questions or design an activity that will help a group in processing new information or new skills.
2. Define EIAG.
3. Define processing.
4. Deliver and process an experiential learning activity.

Module 7: FACILITATION: INTERVENING TO ENHANCE LEARNING

The goals of this session are to:

1. Apply an organized procedure for determining when to intervene in a group's process.
2. Broaden intervention repertories.
3. Practice intervening.

At the end of this module, participants will be able to:

1. List four conditions (or sources) for which trainers generally intervene in group process.

4. Define the elements of an effective intervention.

5. In response to case study descriptions, demonstrate a possible intervention that a trainer would make.

6. Identify problem situations that might require intervention and classify them as to condition or sources.

Module 8: ADAPTING TRAINING PACKAGES: UNDERSTANDING THE DESIGN PROCESS

The goals of this session are to:

1. Enable participants to effectively accommodate packaged training programs to particular needs of specific target groups.

2. Present the rationale for systematic program development process as a useful diagnostic framework for identifying the learning assumption underlying the educational technology of packaged curriculum designs.

At the end of this module, participants will be able to:

1. Recognize the need to modify or expand packaged training programs by relating personal experiences of ineffective training due to rigid adherence to packaged curriculum plans.

2. Identify the steps in a systematic program development process which ensure that the principles of adult education will be adhered to in each training exercise.

3. Identify the adult learning assumptions underlying each step.

4. Identify what data are generated in each step to specify the design, trainer's role, learner participation, and environment.

Module 9: PRACTICUM

The goals of this session are to:

1. Give participants an opportunity to design a learning task using methods with which they have little experiences.

2. Give participants an opportunity to receive feedback on their style, delivery, processing, and/or intervention skills.

At the end of this module, participants will be able to:

1. Given a topic, write or modify goals and objecitves for a learning activity appropriate to a particular audience.

2. Given acceptable objectives and an audience, design or redesign a learning activity that is appropriate for the audience.

Course Goals and Objectives

3. Deliver and process a learning activity that the participant has modified.

4. Having presented and processed a learning activity, obtain feedback from colleagues.

Module 10: FORMAL AND INFORMAL EVALUATION: PROVIDING CLOSURE

The goals of this session are to:

1. Impart knowledge of evaluation procedures.

2. Enable trainers to experience closure and to begin to build a model for closing their own training events.

3. Give all participants an opportunity to get feedback from the group for themselves.

At the end of this module, participants will be able to:

1. Describe at least two techniques that move a group to closure.

2. Describe at least one technique for coping with re-entry difficulties.

4. Define the following terms:

   - Reaction
   - Learning
   - Behavior change
   - Results

5. Name one formal and two informal means of evaluation.

WOMEN IN TREATMENT II

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer Manual
Participant Manual
Cassette Audiotape

COMMENTS: Replaces Women in Treatment: Issues and Approaches which was developed by NDAC in 1976. ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, social work, sociology, or women's studies.

TRAINER REQUIREMENTS: A training team that combines a minimum of two year's experience in training delivery; at least two years in counseling women; sensitivity to and experience with women's issues. A female lead trainer is strongly recommended.

TARGET AUDIENCE: Male and female counselors and supervisors of counselors who treat or anticipate treating female clients with alcohol or drug problems; ability to read at the tenth grade level or above; completion of Counselor Training: Short-Term Client Systems and Assessment Interviewing for Treatment Planning or equivalent courses.

INSTRUCTIONAL MODE & SETTING: Optimum trainer/participant ratio is 1:8; optimum group size: 24 participants. The recommended female/male participant ratio is 60/40 to realize maximum benefit from the training design. Length: 35 hours in ten modules of approximately 3-1/2 hours per module.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I. Patterns of Substance Use and Abuse Among Women	pretest; exercise; lecture	3-1/2 hours
II. Women's Life Cycle	exercise; discussion	3-1/2 hours
III. Life Stress Counseling for Women: Theory	lecture; exercise	3-1/2 hours
IV. Life Stress Counseling for Women: Assessment and Early Interventions	exercise; lecture; audiotape	3-1/2 hours
V. Family	exercise; lecture	3-1/2 hours
VI. Suicide	lecture; exercise	3-1/2 hours

WOMEN IN TREATMENT II

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
VII. Victimization	discussion; lecture; exercise	3-1/2 hours
VIII. Health and Sexuality	exercise; discussion	3-1/2 hours
IX. Critical Program Components	lecture; exercise	3-1/2 hours
X. Personal Principles of Counseling ,Women	exercise; lecture; posttest	3-1/2 hours

Course Goals and Objectives

The goals of this course are to assist participants to:

- Become knowledgeable about licit and illicit drug use among women, including the most commonly used drugs and their effects.
- Become knowledgeable about the development of women at each life stage from childhood through old age.
- Become aware of the physical, psychological, and sociological factors affecting women at each life stage and their implications for the treatment process.
- Apply specific assessment techniques to the treatment of women with physiological and/or psychological dependencies on drugs and/or alcohol.
- Expand the current repertoire of counseling skills by introducing a life stress model for counseling women and by developing further skills in the use of this model in the treatment setting.
- Increase their knowledge about and ability to respond to specific issues which are particularly sensitive to women in treatment including family, physical and sexual assault, child abuse, suicide, health, and sexuality.
- Expand their knowledge of the current treatment approaches and program components critical to attracting and retaining women in treatment and enhancing their treatment experiences.
- Increase their knowledge about the ability to use community resources to augment the individual counselor's and program's response to the total woman.
- Evolve a personal assessment of their own impact on the treatment of their women clients, including their attitudes and values, treatment biases, and strategies.
- Increase their awareness and sensitivity to various perspectives of women in this society and the resulting attitudes and behaviors that impact on their treatment.
- Recognize how racial, cultural, sexual, geographic, and class distinctions impact on individual treatment strategies and approaches.

Module I: PATTERNS OF SUBSTANCE USE AND ABUSE AMONG WOMEN

By the end of this session, participants will be able to:

- List at least five licit and/or illicit substances most commonly abused by women.
- Identify at least two effects of each substance listed above.
- Identify at least four patterns of use/abuse among women that are different from patterns of use/abuse among men.
- Identify the major causal factor in women's use/abuse of drugs.
- Identify at least one way physician prescribing practices affect women.

Course Goals and Objectives

Module II: WOMEN'S LIFE CYCLE

By the end of this session, participants will be able to:

- o Name and describe at least two significant tasks at each stage of a female's development:

  - childhood
  - adolescence
  - young adulthood
  - adulthood
  - middle years
  - older years.

- o Identify at least one significant role model at each life stage and describe the impact these role models have on sex role orientation.

- o Define the concept of androgyny and how it increases a woman's ability to master tasks at each developmental stage.

- o Describe at least one physiological/intellectual milestone of each phase of development in a woman's life cycle.

- o In a group exercise, demonstrate awareness of own attitudes and values toward women in each stage of development, and awareness of personal values and attitudes toward accomplishing life tasks.

- o Identify at least two vulnerable points in the life history of traditional wives and mothers.

Module III: LIFE STRESS COUNSELING FOR WOMEN: THEORY

By the end of this session, participants will be able to:

- o Identify at least three behavioral manifestations of a crisis reaction.

- o Define each of the following words in terms of crisis theory: hazard, coping, crisis, equilibrium.

- o Identify at least two reasons why the life stress model is appropriate to the treament of women.

- o Identify the period of time within which a counselor has the potential for greatest impact in helping a person in crisis.

Module IV: LIFE STRESS COUNSELING FOR WOMEN: ASSESSMENT AND EARLY INTERVENTIONS

By the end of this session, participants will be able to:

- o Name and describe a major process or phase of early intervention that helps a client get in touch with his/her feelings.

- o Demonstrate awareness of how the sexual bias of counselors can enter into the treatment process by giving an example.

- o Describe a mistake counselors commonly make that loses a woman to treatment.

Course Goals and Objectives

Module V: FAMILY

By the end of this session, participants will be able to:

- Describe four ways of viewing a family or a family's components.
- Demonstrate understanding of family life cycle by giving at least two examples of crisis points at which a female member of the family might engage in substance abuse.
- Describe at least one role that a family member might take in relation to a female member's substance abuse.
- List at least three general kinds of resources that provide help to families with substance abuse problems in one or more family members.
- Give at least three examples of how the substance abusing family member exerts a homeostatic control that helps maintain a family equilibrium.
- Describe three areas in which knowledge of a client's family history might increase your understanding of and ability to treat that client.

Module VI: SUICIDE

By the end of this session, participants will be able to:

- Identify at least three characteristics of the female client that would indicate that she is at high risk to suicide.
- Identify at least two misconceptions about counseling approaches aimed at helping the suicidal female client.
- In a group exercise, demonstrate at least two techniques the counselor might employ when exploring past or potential suicide threats or attempts.
- Identify at least two conditions under which additional resources should be mobilized, e.g., psychiatric evaluation or hospitalization.

Module VII: VICTIMIZATION

By the end of this session, participants will be able to:

- Identify at least two reasons why a woman might choose to remain in a situation where she is being phsyically abused.
- Identify at least three characteristics of the woman or the family environment that are often found in situations where child abuse occurs.
- Define "rape" and "incest" according to the definitions provided in this module; including at least two myths about rape and/or incest.
- In group exercises, demonstrate awareness of personal (counselor) attitudes toward the woman and toward helping a woman in the highly charged areas of battering, rape, incest, and child abuse.
- Identify and describe at least four techniques (what to do and not to do) for exploring and treating problems of victimization.

Course Goals and Objectives

- List at least five community resources from which your clients may get further assistance in dealing with rape, incest, child abuse, or battering.

Module VIII: HEALTH AND SEXUALITY

By the end of this session, participants will be able to:

- Give at least three examples of sexual issues that might be brought up by a client at some point in her treatment.
- Give at least five essential health items that should be covered by a thorough medical evaluation.
- List at least two likely areas of possible discomfort or inadequate knowledge for the counselor in the areas of sexuality and health.
- List three common areas of health problems in alcoholic or drug dependent women.
- List at least four subject matter areas that might be included in a course for women clients that would help them to greater understanding of their bodies and their sexuality.
- List at least five important topics to cover in taking a client's health/medical history.
- State at least three ways women can be helped to make better use of medical services.

Module IX: CRITICAL PROGRAM COMPONENTS

By the end of this session, participants will be able to:

- Assess according to the Program Assessment Worksheet the presence of critical components in their program according to the level of adequacy and the level of importance of each component.
- Demonstrate, during a training exercise, knowledge of how to set up a resource capability for at least one component not readily available within their program.
- Identify, according to the Program Assessment Worksheet, at least three outreach considerations particularly relevant to attracting women in need of treatment.
- List and define, according to the Program Assessment Worksheet, at least five strategies that may be used to enhance the treatment experiences of women.
- Identify, according to the Program Assessment Worksheet, at least one component of effective followup and/or aftercare.
- Identify at least three reasons why respect for confidentiality may be crucial to retaining a woman in treatment.

Module X: PERSONAL PRINCIPLES OF COUNSELING WOMEN

By the end of this session, participants will be able to:

- List at least five principles for counseling women.
- State during a group exercise a position which demonstrates awareness of at least one controversial issue in treating women.

OVERVIEW OF COURSE FROM THE AMERICAN HOSPITAL ASSOCIATION

READEX FICHE

ALCOHOLISM
What Are We Going To Do About It?

SOURCE AND DATE: AHA (American Hospital Association), 1974

COMPONENTS:
- 2 Manuals
- 19 sound/slide films
- 3 16mm motion pictures

COMMENTS: Cost of basic package (manuals and sound/slide films) is $585; 16mm film, "Cause the Effect/Affect the Cause," $170; 16mm film, "John's Just a Drunk/My Friend is Sick," $155; 16mm film, "The Old Man's Drunk/Our Dad is Sick," $155.

TRAINER REQUIREMENTS: No trainer requirements are specified. Instructions are addressed to a "Program Coordinator"; it is suggested to the Coordinator that he/she may wish to delegate responsibility for conducting training sessions to the hospital training director. Detailed sessions scripts are provided.

TARGET AUDIENCE: This package is designed to involve all hospital staff. As indicated under the Sessions column below, there are "common-ground" sessions for all staff and advanced sessions to provide in-depth information for physicians, nurses, social workers, dietitians, clergy, and volunteers.

INSTRUCTIONAL MODE & SETTING: Cognitive information is presented primarily via sound/slide films or 16mm motion pictures; some written material is provided for duplication and handout to participants. Session scripts provide a sequence and trigger questions for discussion following presentation of cognitive information.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Phase 1: Planning the Treatment Program A how-to manual is provided for the Program Coordinator to use in convening a Planning Committee. The purpose of the committee is to develop an alcoholism treatment program for the hospital.	A slide/tape film is provided for the first meeting of the committee, along with a script for the Coordinator.	Approximately 2 hours
	A script and six forms are provided for a second Planning Committee meeting.	Approximately 2 hours

SESSIONS, UNITS, OR MODULES		*METHODS*	*TIME REQUIRED*
Phase 2: Inservice Training for Staff			
Part 1--Common-ground sessions for all staff:			
Session 1:	"Alcoholism/Where, Who, and What?: The Hospital's Program"	Slide/tape film; presentation of hospital's alcoholism treatment; handout material.	1 hour
Session 2:	"Alcoholism/What Does It Look Like?: Identification and Diagnosis"	Slide/tape film; presentation of hospital's report on alcoholism compiled from hospital's medical records; use of handout materials.	1 hour
Session 3:	"Alcoholism/How Do We Treat It?: Treatment"	Slide/tape film; group discussion; handout material.	1 hour
Session 4:	"Alcoholism/Who Continues Treatment Where?: Follow-up Care"	Slide/tape film; presentation of that hospital's community rehabilitation resources (forms provided); group discussion.	1 hour
Session 5:	"Cause the Effect/Affect the Cause"	16mm motion picture film used in conjunction with a questionnaire on attitudes and actions of hospital staff members in dealing with patients depicted in the film; group discussion.	1 hour
Part 2--Advanced sessions for selected disciplines:			
PHYSICIANS			
Session A:	"The Pathological Effects of Alcohol/An Overview"	Slide/tape film lecture by Maurice Victor, M.D.; self-tests and other handout materials; group discussion.	1 hour
Session B:	"Gastrointestinal Problems of the Hospitalized Alcoholic Patient"	Slide/tape film lecture by Frank L. Iber, M.D.; group discussion; handout materials.	1 hour
Session C:	"The Nutritional Disorders of the Nervous System Consequent to Alcoholism"	Slide/tape film lecture by Maurice Victor, M.D.; self-test and supplementary reading material.	1 hour

SESSIONS, UNITS, OR MODULES		*METHODS*	*TIME REQUIRED*
Phase 2: Inservice Training for Staff--continued			
Session D:	"Pharmacology of Alcohol and Treatment for Withdrawal"	Slide/tape film lecture by Charles E. Becker, M.D.; self-test, group discussion; bibliography and excerpt from AMA Manual on Alcoholism.	1 hour
NURSES			
Session A:	"Nursing Care of the Alcoholic Patient"	Slide/tape film lecture by Pamela Burkhalter, R.N.; self-test; handout material.	1 hour
Session B:	"Attitudes/Their Importance to the Nurse in Caring for the Alcoholic Patient"	Slide/tape film lecture by Pamela Burkhalter, R.N.; attitudinal survey; handout material.	1 hour
Session C:	"Orientation/Drug Therapy for Alcoholic Patients"	Slide/tape film lecture by Frank A. Seixas, M.D.; self-test; handout materials	1 hour
SOCIAL WORKERS			
Session A:	"Establishing a Therapeutic Relationship with Alcoholic Patients"	Slide/tape film lecture by Helen Lockhart; self-test; handout material.	1 hour
Session B:	"Relating to the Spouse of the Alcoholic Person"	Slide/tape film lecture by Helen Lockhart; self-test; handout material.	1 hour
CLERGY			
Session A:	"Counseling the Alcoholic Patient, Part 1"	Slide/tape film lecture by Rev. John E. Keller; questionnaire; handout material.	1 hour
Session B:	"Counseling the Alcoholic Patient, Part 2"	Slide/tape film lecture by Rev. John E. Keller; questionnaire; handout material.	1 hour

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Phase 2: Inservice Training for Staff--continued		
DIETITIANS		
Session A: "Diet Therapy for Alcoholic Patients: An Overview"	Slide/tape film lecture by Carroll M. Leevy, M.D.; self-test; handout material.	1 hour
Session B: "Case Study of an Alcoholic Patient"	Leader-guided session including work with a case study; handouts include bibliography and nutrition guidelines.	1 hour
VOLUNTEERS		
Session A: ."How Can You Serve Our Alcoholism Program?	Slide/tape film lecture by Jane Livesey; self-assessment; handout material.	1 hour
Session B: "Can You Serve Alcoholic People?"	Slide/tape film lecture by Helen Duckman; role-play vignettes.	1 hour
Session for AA Volunteers:		
"Alcoholism Program Overview" and "How About You?"	Slide/tape film lecture by James N. McInerney; handout materials including "Suggested Guidelines for AA Volunteers."	1 hour
Phase 3: Planning for Continuing Activities		
Part 1--Staff training for new employees using training sessions from Part 2 of the Phase 2 material		
Part 2--Community Programs:		
"The Old Man's a Drunk/Our Dad is Sick" (for teenagers)	20-minute 16mm motion picture film; group discussion.	50 minutes
"John's Just a Drunk/My Friend is Sick" (for adults)	22-minute 16mm motion picture film; self-test; group discussion.	45 minutes

Course Goals and Objectives

Phase 1: Planning the Alcoholism Treatment Program

1. To help administration set up a treatment program that includes planning for acute care, rehabilitation, and follow-up for patients suffering from alcoholism.

2. To help administration establish a working relationship with existing alcoholism community resources so that these resources can be used to help meet the rehabilitation needs of alcoholic patients.

3. To help administration involve the appropriate hospital department heads in an atmosphere of cooperation and teamwork.

4. To aid the treatment program coordinator in planning for inservice education for staff.

Phase 2: Inservice Training for Staff

1. Common-Ground Sessions. To create an awareness on the part of all hospital staff of the following:

    a. The extent of the alcoholism problem nationally and locally.

    b. The hospital's plan for treating alcoholic patients.

    c. The services involved in the care of alcoholic patients from the acute phase through rehabilitation and follow-up.

    d. The importance of rehabilitation and follow-up care for alcoholic patients.

    e. The myths and misconceptions surrounding the hospital care of alcoholic patients.

    f. The role the staff plays in identification of alcoholic patients.

    g. The effect of attitudes in the patient-staff relationship.

    h. The necessity of cooperation and teamwork among staff members to improve communication.

2. Advanced Sessions. To provide in-depth information for physicians, nurses, social workers, dietitians, clergy, and volunteers so that each of these disciplines has the knowledge it needs to care for alcoholic patients properly and appropriately.

Phase 3: Planning for Continuing Activities

1. To aid the hospital in establishing a continuing education program for staff in the care of alcoholic patients.

2. To aid the hospital in creating a role of concern for community education in understanding alcoholism as it may affect adults and teen-agers.

INDEX TO THE COURSES

HOW TO USE THE INDEX

This index includes the major topics covered in the NCAE, NDAC, and AHA training materials described in the preceding sections. Key terms are followed by a letter code and a number. The letter code indicates the course or book title containing that topic. The number (roman or arabic, as used in the particular publication) indicates the number(s) of the unit, section, session, module, or chapter in which the topic is covered. For example, the entry:

Action plan
  BMS:IX; CBPS:IX: DIP:VIII; etc.

indicates that action plans are discussed in Session IX of Basic Management Skills (Revised), in Module IX of Community-Based Prevention Specialist, and so on.

To find the full course or book title indicated by the letter code, refer to the key on page 197, which is alphabetized by code letters. The letters in parentheses following each title indicate the agency originating the program.

In addition to the key terms, each course or book title is listed in the index, followed by a complete alphabetical list of content topics and the session or chapter numbers. For example, the entry:

Adolescence: Intervention
Strategies (AIS)
  adolescence, themes of, II
  adolescence, stereotyping and
    labeling of, III
  etc.

indicates that themes of adolescence and stereotyping and labeling of adolescents are the topics of modules II and III of this course.

See the Introduction for information about ordering course materials.

KEY TO LETTER CODES

CODE	TITLE (AGENCY)
ADMH	Alcohol, Drug, and Related Mental Health Problems (NCAE)
AIS	Adolescence: Intervention Strategies (NDACTRD)
AITP	Assessment Interviewing for Treatment Planning (NDACTRD)
ALC	Alcoholism: What Are We Going To Do About It? (AHA)
BM	Budget Manual (NDACTRD)
BMS	Basic Management Skills (Revised) (NDACTRD)
BSAC-B	Basic Substance Abuse Counselor's Training Program, Part B - Individual Counseling (NDACTRD)
BSAC-C	Basic Substance Abuse Counselor's Training Program, Part C - Client Management (NDACTRD)
CADA	Confidentiality of Alcohol and Drug Abuse Patient Records (Revised) (NDACTRD)
CAC	Counseling Alcoholic Clients: Basic Communication Skills (NCAE)
CBPS	Community-Based Prevention Specialist (Revised) (NDACTRD)
CHN	Community Health Nurse and Alcohol-Related Problems, The (NCAE)
CPS	Communication and Parenting Skills (NDACTRD)
CTST	Counselor Training: Short-Term Client Systems (NDACTRD)
DDO	Ounce of Prevention, An (Decisions and Drinking Series) (NCAE)
DDP	Power of Positive Parenting, The (Decisions and Drinking Series) (NCAE)
DDR	Reflections in a Glass (Decisions and Drinking Series) (NCAE)
DIP	Drugs in Perspective (NDACTRD)
GFTP	Group Facilitator Training Package (NDACTRD)
GSAC	Group Skills for Alcoholism Counselors (NCAE)
IV	Initial Visit (NCAE)
JTI	Justice-Treatment Interface: A Cross-Discipline Training Course (NDACTRD)
MS	Management Skills (NCAE)
NYPT	New Perspectives on Youth Treatment (NCAE)
PAS	Planning Alcoholism Services: Assessment, Program Design, Implementation, and Evaluation (NCAE)
PCR	Programming Community Resources (NCAE)
PPM	Prevention Program Management (Revised) (NDACTRD)
PRHC	Puerto Rican History and Culture (NDACTRD)
PWWS	Prevention: Working with the Schools (NDACTRD)
SAW	Services for Alcoholic Women: Foundations for Change (NCAE)
SBO	Staff Burnout (NDACTRD)
SUP	Supervision (NDACTRD)
TAT	Training Alcoholism Trainers (NCAE)
TOT	Training of Trainers (Revised) (NDACTRD)
UVA	Using Volunteers in Your Agency (NCAE)
WIT	Women in Treatment II (NDACTRD)
YYP	You, Youth, and Prevention (NCAE)

NOTE: The letter R following an entry indicates references to the topic in the resource information cited in the training program.

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APPENDIX

The following courses were developed by the National Drug Abuse Center for Training and Resource Development (NDAC). They were not included in the NCAE curriculum catalog and therefore are not referenced in the index. They are appended to this section because they may be useful resources.

EMERGENCY DEPARTMENT DRUG ABUSE TREATMENT

SOURCE AND DATE: NDAC, 1976

COMPONENTS:
1. Physician's Booklet
2. Registered Nurse's Booklet
3. Technician's Booklet
4. Registration Officer's Booklet
5. Referral and Info. Sharing
6. The Emergency Dept. Team
7. Human Interaction in Crisis

COMMENTS:

TRAINER REQUIREMENTS: Components 1-5: not applicable. Chairman needed for component 6. Competent trainer required for component 7.

TARGET AUDIENCE: Hospital Emergency Room staff.

INSTRUCTIONAL MODE & SETTING: Components 1-5 are self-instructional booklets. Components 6 and 7 are designed for small group learning. It is best to allow 1/2 to one full day between small group sessions. Group membership should remain constant from session to session; all sessions should be completed in a maximum of 6 weeks; 3 weeks is preferred.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1.	Physician's Booklet	self-instructional	5 hours
2.	Registered Nurse's Booklet	"	6 hours, 30 minutes
3.	Technician's Booklet	"	6 hours, 30 minutes
4.	Registration Officer's Booklet	"	5 hours, 30 minutes
5.	Referral System and Information Sharing	"	depends on individual
6.	The Emergency Dept. Team	individual reading; small group exercises one to two hours each	5 - 9 hours
7.	Skill-Building for Human Interaction in Crisis	small group exercises	10 - 14 hours

Course Goals and Objectives

THE COMATOSE PATIENT

After completing Part I, the learner, without assistance, will be able to:

1. name the classes of drugs noted in the following material; and

2. describe both the diagnostic syndromes and the course of emergency treatment for each class as it relates to the unconscious drug abuse patient.

THE CONSCIOUS PATIENT

After completing Part II, the learner, without assistance, will be able to:

1. describe the value of historical information, social relationships, and referral in the treatment of the conscious drug abusing emergency patient;

2. describe both the diagnostic syndromes and the course of emergency treatment for each class of drugs as they relate to the conscious drug abusing emergency patient.

LAWS AND STANDARDS

After completing this programmed instruction, the learner will be familiar with:

1. the Drug Abuse Office and Treatment Act of 1972;

2. the most recent standards for emergency care provided by the Joint Commission on Accreditation of Hospitals;

3. the July 1, 1975, regulations concerning the confidentiality requirements for drug abuse patients;

and the requirements these demand for the care of those persons seeking emergency medical treatment.

HUMAN INTERVENTION IN CRISIS

After reading the material in the learning section the learner will be familiar with:

1. the concept of "crisis theory";

2. the meaning of crisis intervention;

3. several ways of establishing and maintaining good communication with the crisis patient;

4. managing some forms of psychological distress.

Course Goals and Objectives

THE COMATOSE PATIENT

After completing this section, the learner, without assistance, will be able to:

1. name the classes of drugs noted in the following material; and
2. describe both the diagnostic syndromes and the course of emergency treatment for each class as it relates to the comatose drug abuse patient.

THE CONSCIOUS PATIENT

After completing this section, the learner, without assistance, will be able to:

1. describe the value of historical information, social relationships, and referral in the treatment of the conscious drug abusing emergency patient;
2. describe both the diagnostic syndromes and the course of emergency treatment for each class of drugs as they relate to the conscious drug abusing emergency patient.

LAWS AND STANDARDS

After completing this programmed instruction, the learner will be familiar with:

1. the Drug Abuse Office and Treatment Act of 1972;
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After completing this programmed instruction, the learner will be familiar with:

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1. the concept of "crisis theory";
2. the maining of crisis intervention;
3. several ways of establishing and maintaining good communication with the crisis patient;
4. managing some forms of psychological distress.

Course Goals and Objectives

Several accomplishments can be expected as a result of completing this module. Below, the overall goals and more specific objectives are listed.

Goals:

1. To expand and improve the list of resources available to deal with drug abuse problems.

2. To encourage and aid in the development of skills for emergency department staff so that they may make better utilization of these resources.

Objectives, Part I

After completion of Part I, the emergency department staff member will have performed the following tasks related to the development and use of a referral system:

1. Listed at least seven drug-related programs and services (persons, organizations) that are included in a basic referral file in the emergency department.

2. Listed, for each program and/or service, specific data for each of the following elements of information:

   a. Services provided
   b. Address and telephone number
   c. Eligibility criteria
   d. Procedures for referrals to and/or from the program
   e. Hours of operation
   f. Costs of services

3. Catalogued the referral file according to services provided.

4. Recommended to the appropriate person in the hospital administration:

   a. The appropriate person or position in the emergency department to be responsible for organizing and maintaining the referral file.

   b. An accessible location for the file in the emergency department.

   c. The means to be followed to train all emergency department staff in the proper use of the referral file.

Objectives, Part II

After completion of Part II, the emergency department staff member will have performed the following tasks related to the development and use of an information sharing system:

1. Listed at least twenty resources (local, state, and national) for information exchange, such as treatment and rehabilitation programs, education and prevention programs, support services, etc.

2. Identified at least three activities that will facilitate information sharing between the emergency department and the resource organizations.

3. Listed essential categories that should be included in the exchange of information such as:

   a. Pharmacalogy and medical treatment
   b. Mental health services

  c. Sociological aspects
  d. Legal aspects

4. Listed at least three feasible ways in which human resources can be shared between the emergency department and local drug programs, and described how such a sharing of personnel can be beneficial to both organizations.

Course Goals and Objectives

After completing this booklet, participants will be able to:

1. explain the difference between a collection of people and a group;
2. explain when authoritarian leadership is and is not useful;
3. explain the relationship between the maturity of group members and the kind of leadership they get;
4. evaluate the decision-making process of your emergency department work group;
5. use performance objectives in making agenda items and/or work-group goals.
6. explain when authoritarian leadership is more useful than shared leadership, and vice versa;
7. explain how your participation in the group helps to determine the leadership style;
8. determine what leadership style currently exists in your group and discuss why you feel comfortable or uncomfortable with it;
9. determine what leadership style exists in the emergency department and discuss why you feel comfortable or uncomfortable with it.

Course Goals and Objectives

Unit I: FEEDBACK

Goals:

- To introduce you to experiential exercises or to get you back into them if you have had previous experiential group work.
- To help familiarize you in personal, non-demographic, role-free ways with other members of the group.
- To provide an experiential backdrop for the lecturette and exercises that deal with giving and receiving feedback.
- To explore issues related to openness, experimentation, and risk-taking.

Objectives:

After completion of this unit you will be able to:

1. define/describe an experiential exercise;
2. define/describe processing;
3. list at least five criteria for useful feedback.

Unit II: FEEDBACK

Goals:

- To describe open and closed behavior in terms of the Johari Window.
- To identify facilitating and inhibiting forces that affect the exchange of feedback in your emergency department.
- To use feedback to demonstrate the utility and encourage the development of increased open behavior in the emergency department.

Objectives:

By the end of this unit, you will be able to:

1. describe/define the Johari Window and its parts;
2. cite at least two types of windows;
3. explain, in terms of the Johari Window:
    a. how you perceive yourself in the emergency department setting;
    b. how you are seen by your co-workers and peers in the emergency department.

Unit III: COMMUNICATION SKILLS

Goals:

- To provide you with a third way of checking how other participants see you in the context of your job in the emergency department.
- To study various types of roles and how they relate to team/task goals.
- To demonstrate that leadership in small groups consists of several functions that can be shared among members.

Objectives:

By the end of this unit you will be able to:

1. describe/define various roles you play in the emergency department according to your perceptions;

2. describe the three most common roles you are seen to play in the emergency department by other members in this group.

Unit IV: COMMUNICATION SKILLS

Goals:

- To explain one model of communication.

- To demonstrate how miscommunications may take place while working with drug abusers in the emergency department.

- To demonstrate how self-disclosure, self-awareness, risk-taking, trust, and acceptance can facilitate communication.

Objectives:

By the end of this unit you will be able to:

1. list and define at least five ingredients of communication;

2. list and define at least three working principles of communication;

3. explain the difference between hearing and listening;

4. list and describe at least three barriers to effective listening;

5. list and describe at least five barriers you personally have that inhibit effective listening with:

   a. drug abuse patients;
   b. co-workers in your emergency department shift;
   c. other members of this group.

Unit V: VALUES, ATTITUDES, AND BELIEFS

Goal:

To facilitate emergency department staff in examining and gaining an understanding of their values, attitudes, and beliefs, in each of the following areas:

- Drug abuse
- Drug users/abusers
- Treatment options
- Personal preferences
- Professional behavior

Objectives:

By the end of this unit you will be able to:

1. define values, attitudes, and beliefs;
2. list at least two attitudes you hold relative to your job in the emergency department;
3. specify the value(s) underlying each of these two attitudes and identify at least three experiences that led to the development of each attitude;
4. list at least two ways that values, attitudes, and beliefs can generally affect quality treatment;
5. list, for each element of the unit goal, at least two ways that your personal values, attitudes, and beliefs affect quality treatment.

FACTS ABOUT DRUG ABUSE

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer Manual
Resource Manual

COMMENTS: ACE credit recommendation: 2 semester hours in the **upper division baccalaureate category or in the lower division baccalaureate/associate degree category in behavioral science, human services, social work, or sociology.**

TRAINER REQUIREMENTS: There should be a trainer/trainee ratio of one to ten. Optimum group size is 30; therefore a training team is indicated. Trainers should be familiar with several styles and approaches to training. Trainers should have knowledge of drug abuse problems and drug treatment modalities. Trainers should have at least 2 years' experience in conducting group dynamics and task oriented training.

TARGET AUDIENCE: The audience for this course is virtually all persons who have contact with drug abusers except medical personnel and the abusers themselves. Examples include: youth workers, peer and probation officers, outreach workers, hotline workers, and many others.

INSTRUCTIONAL MODE & SETTING: Training team-led group instruction activities. Space for large and small group activity required. Length : 28 hours or 3 days' training time, plus at least 6 hours' outside reading.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Modules		
1. **Introduction** and Orientation	pre-test, structured experiences, lecture, small group exercises, discussion, reporting	1 hour, 30 min.
2. **The "Problem"** with "Drugs" and **"Drug Abuse"**	lecture, lecture/discussion, total group exercise, small group discussion, checklist, reference	3 hours
3. **The "Problem"** with "Drug Addiction"	lectures, lecture/discussion, small group exercise, charts, references	3 hours, 15 min.
4. **Social & Historical Context for Understanding Substance Use in the United States**	lectures, total group discussion, structured experience, lecture/discussion, small group activity, references, form	3 hours, 30 min.

SESSIONS, UNITS, OR MODULES	METHODS		TIME REQUIRED
5. Substance Actions and Potential Hazards	lectures, lecture/discussion, programmed learning experience, references		4 hours
6. Understanding and Overcoming Substance Dependence	lecture, lecture/discussion, reading and story illustration, tables, charts, references		3 hours, 30 minutes
7. Prevention and the Community, School, Family, Peers, and Youth	lecture, lecture/discussion, individual reading, reference		3 hours
8. Roles and Strategies for Prevention Efforts	lecture, lecture/discussion, small group and total group activities, references		2 hours, 10 minutes
9. Closure and Evaluation	lecture, posttest, distribution of certificates		1 hour
		Total:	28 hours or 3 days' training

Course Goals and Objectives

Course Goals are:

- o To identify inaccurate images and unsound assumptions about substances, abuse, and use that can impede progress in dealing with substance abuse.
- o To examine the phenomenon of drug addiction.
- o To consider the social and historical development of substance use in this country.
- o To provide an accurate description of those psychoactive drugs abused often, and to place their relative hazards in perspective.
- o To identify methods of drug abuse treatment.
- o To explore the role of family, school, community, and peer groups in drug abuse prevention efforts.

Course Objectives

Using the information presented in the *Facts About Drug Abuse* course, at the end of this course, and without the aid of notes, the participants will be able to:

- o Identify at least three elements basic to use of any drug.
- o Identify at least four different perspectives for perceiving drug use.
- o Identify the scientific definition of a "drug."
- o Identify at least three levels of dosage for every drug discussed.
- o Identify at least four stages in the history of the use of drugs that lead to dependence.
- o Identify at least three main features of addiction.
- o Identify at least four generating factors indicating the causes and conditions related to the drug-taking process.
- o Identify at least three of the "vicious cycles" related to drug addiction.
- o Identify at least three factors leading to development of a dependent substance-user patter that are related to the painkilling function of substances (drugs).
- o Identify at least three factors leading to development of dependent substance-user patterns that are related to the social-recreational functions of substances (drugs).
- o Identify at least four roles a family can play as a deterrent to drug use.
- o Identify at least one role a school can play as a deterrent to drug use.
- o Identify at least one role a peer group can play as a deterrent to drug use.
- o Identify at least two directions the Federal Government is taking to prevent the use of drugs.

Course Goals and Objectives

- Identify at least three major events that led to the "intensifying" use of substances during 1960's.
- Identify one social and one legal response to substance abuse post-Civil War.
- Identify one social and one legal response to the use of alcohol.
- Identify at least three changes, since 1965, in social and legal responses to substance abuse.
- Identify at least four perspectives drawn from history that represent consequences of the drug laws on certain groups.
- Identify the difference of withdrawal syndrome related to heroin and alcohol.
- Identify at least three commonalities related to heroin and alcohol.
- Identify at least three reactions to consumption of sedative hypnotics (particularly alcohol) that can lead to convulsions.
- Identify at least three reactions to consumption of sedative hypnotics (particularly alcohol) that can lead to coma.
- Identify at least one advantage and one disadvantage of each of these treatment methods:

  methadone maintenance
  therapeutic communities
  extended group psychotherapy.
- Identify at least four major strategies of prevention that correspond to drug-individual-context variables.
- Identify at least three principles that can determine the effectiveness of information and communications related to drug abuse prevention.
- Identify at least one key to the effectiveness of the alternatives approach as a deterrent to drug use.

Module I. INTRODUCTION AND ORIENTATION

The purpose of this module is to orient participants to the *Facts About Drug Abuse (FADA)* course, establish a climate conducive to learning, describe the training process, provide a vehicle for future exchange of knowledge and opinions, and provide a forum for identification of participants' needs, questions, expectations, and learning goals.

Using the information presented in Module I as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify the purpose of the *FADA* course.
2. Identify at least two goals of the *FADA* course.
3. Identify at least three content areas in the *FADA* course.

Module II: THE "PROBLEM" WITH "DRUGS" AND "DRUG ABUSE"

The purpose of this module is to provide information on and give participants new ways to consider the phenomenon of drug abuse. The module begins with an exercise that will help the group consider some of the inaccurate images and unsound assumptions about substances, abuse, and use that can impede progress in dealing with problems associated with substance abuse.

Using the information presented in Module II as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify at least three elements basic to the use of any drug.
2. Identify at least four different perspectives for perceiving drug use.
3. Identify the scientific definition of a "drug."
4. Identify at least three levels of dosage for every drug discussed.

Module III: THE "PROBLEM" WITH "DRUG ADDICTION"

The purpose of this module is to provide information on and give participants new ways to consider the phenomenon of drug addiction. This module begins with an exercise that will assist the group to look at some of the unclear images and unsound assumptions about addicts and addiction that can impede progress in dealing with problems associated with addiction as a dependent behavior.

Using the information presented in Module III as criteria, at the end of the module, and without the aid of notes, participants will be able to:

1. Identify at least four stages in the history of the use of drugs that lead to dependence.
2. Identify at least three major features of addiction.
3. Identify at least four generating factors indicating the causes and conditions related to the drug-taking process.
4. Identify at least three of Van Dijk's "vicious circles."

Module IV: SOCIAL & HISTORICAL CONTEXT FOR UNDERSTANDING SUBSTANCE USE IN THE UNITED STATES

The purpose of this module is to provide information on and give participants new ways to consider the social and historical development of substance use in this country. This module begins with an exercise that will assist the group to look at the history of prohibitions and stereotypes that have become part of that history. Also this module focuses on historical and social perceptions, misconceptions, laws, and our dealing with those who break those laws.

Using the information presented in Module IV as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify at least three factors related to the painkilling function of substances (drugs) that lead to the development of a dependent substance-user pattern.
2. Identify at least three factors related to the social-recreational functions of substances (drugs) that lead to the development of dependent substance-user pattern.

3. Identify at least three major events that led to the development of the "intensifying" use of substances during the 1960s.

4. Identify one social and one legal response to substance abuse post-Civil War.

5. Identify one social and one legal response to the use of alcohol.

6. Identify three changes that occurred since 1965 in social and legal responses to substance abuse.

7. Identify at least four perspectives, drawn from history, that represent consequences of the drug laws on certain groups.

Module V: SUBSTANCE ACTIONS AND POTENTIAL HAZARDS

The purpose of this module is to provide an accurate description of those psychoactive drugs with a potential for abuse, and to place their relative hazards in perspective. The module begins with definitions of certain terms related to drugs and drug dependence or drug-induced behavior.

Using the information presented in Module V as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify the term "tolerance."

2. Identify the term "physical dependence."

3. Identify the term "psychological dependence."

4. Identify the term "potentiation."

5. Identify the term "cross tolerance."

6. Identify the term "placebo effect."

7. Classify substances according to the basic categories: opiates, depressants, stimulants, hallucinogens, cannabis.

8. Rank the intrinsic hazard potential to a person of at least seven substances.

Module VI: UNDERSTANDING AND OVERCOMING SUBSTANCE DEPENDENCE

The purpose of this module is to provide information on--and to give participants new ways to consider--the physiological aspects of substance dependence and their relation to individual tension levels. This module also focuses on the forms of treatment that are used to overcome chemical dependence.

Using the information presented in Module VI as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify the difference between the withdrawal syndromes of heroin and alcohol.

2. Identify at least three commonalities of heroin and alcohol.

3. Identify at least three reactions to consumption of sedative hypnotics (particularly alcohol) that can lead to convulsions.

4. Identify at least three reactions to consumption of sedative hypnotics (particularly alcohol) that can lead to coma.

5. Identify at least one advantage and one disadvantage of each of these treatment methods:

    methadone maintenance
    therapeutic communities
    extended group psychotherapy

Module VII: PREVENTION AND THE COMMUNITY, SCHOOL, FAMILY, PEERS, AND YOUTH

The purpose of this module is to provide information on, and give participants new ways to consider, drug abuse prevention efforts and the roles that schools, communities, families and peers, information, education, communication can play in dealing with drug problems.

Using the information presented in Module VII as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify at least four major strategies of prevention that correspond to drug-individual-context variables.

2. Identify at least three principles that can determine the effectiveness of information or communication related to drug abuse prevention.

3. Identify at least one key to the effectiveness of alternatives as a deterrent to drug use.

4. Identify at least four roles a family can play as a deterrent to drug use.

5. Identify at least one role a school can play as a deterrent to drug use.

6. Identify at least one role a peer group can play as a deterrent to drug use.

7. Identify at least two directions the Federal Government is taking to prevent the use of drugs.

Module VIII: ROLES AND STRATEGIES FOR PREVENTION EFFORTS

This module provides the opportunity for participants to explore the roles of the family, community, schools, and peer groups in relationship to drug abuse preventive and habilitative processes. This is an experientially-based module that can provide some closure and direction for participants who have gone through the previous modules of this course.

Objectives

1. To explore the roles of family, community, school, and peer groups in relation to drug abuse prevention efforts.

2. To explore strategies for the family, community, schools, and peer groups in relation to drug abuse prevention efforts.

Module IX: CLOSURE AND EVALUATION

This module attempts to provide closure and direction for participants. They are directed to complete the evaluation forms and posttests. They are also directed to the additional training courses offered by NDAC and RSCS.

Objectives

1. To determine if participants' original goals and questions were fulfilled.
2. To recognize the additional training courses offered by the National Training System.

FUNDAMENTALS OF PROGRAM EVALUATION

SOURCE AND DATE: NDAC, October 1977

COMPONENTS: Trainer Manual
Resource Manual

COMMENTS: Participants can use the work produced in the course in their own programs because a pre-training requirement is to bring a problem from their own work which 1) fits with their authority in the program; and 2) on which they can bring basic, relevant, program information.

TRAINER REQUIREMENTS: 2-person team: one with small-group experience and one who is an evaluation specialist. Both experienced in program planning.

TARGET AUDIENCE: A beginning course for the individual with little or no evaluation experience. Recommended that managers and evaluators from specific programs take the course together.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiential activities with extensive use of peer review groups.

Recommended group size: 12 to 15. A large group meeting room and at least one break-out room are required. Length: 20 hours.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Perspective on Evaluation	lecture presentation	30 minutes
2. Problem Statements	Same format for modules 2 through 6 as follows: content presentation demo of how to generate individual work; individual work; peer review of individual work in small groups with 2-4 members; and product sharing and review in large groups	2 hours
3. Program Goals		2 hours, 30 minutes
4. Setting Program Objectives		4 hours, 15 minutes
5. Methods of Gathering Data		2 hours, 30 minutes
6. Evaluation Designs		4 hours, 30 minutes

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
7. Projecting Outcomes for Meeting Program Goals	brief content presentation; discussion/demo; into to workbook activity; individual use of worksheets; explanation of triad peer review process; peer review process in triads; product sharing and review; intro to individual program action plan; individual work on program action plan; action plan sharing; summary	2 hours, 45 minutes
	Total:	20 hours

Course Goals and Objectives

The course is designed to help participants:

1. understand the importance of linking program planning and evaluation;
2. know how to generate program objectives that can be evaluated;
3. become familiar with various methods for gathering information for program evaluation;
4. know how to organize evaluation activities to minimize interference with service delivery;
5. know how to organize evaluation activities so that they are of maximum usefulness to the programs;
6. be able to identify the distinguishing characteristics of experimental, quasi-experimental, and non-experimental evaluations; and
7. be able to ask intelligent questions about the evaluation process as it involves their own progress.

Module I: PERSPECTIVE ON EVALUATION

In Module I, an overview of the evaluation process is presented, as is the perspective from which this process is considered.

At the conclusion of this module, each participant will be able to:

- list four major steps in the process of evaluation;
- define base line data and its function in evaluation;
- describe the differences between evaluation and measurement;
- state one reason why careful program planning is necessary for program evaluation;
- state two reasons for evaluating a program; and
- identify the five sources of resistance.

Module II: PROBLEM STATEMENTS

The focus of this module is on identifying problems of concern to the participants' programs. Identification of these problems is an important step in program planning and evaluation because drug and alcohol treatment and prevtion programs are developed based on the assumption that a problem exists.

In a brief presentation the concept of "problem statement" and their role in program planning and evaluation will be discussed.

Participants will have an opportunity to practice writing problem statements that are relevant to their programs and that meet the established criteria.

By the end of this module each participant will be able to:

- list the three criteria for a problem statement;
- write at least one problem statement for his program that meets the three criteria; and
- identify at least three types of data sources to document the above problem statement.

Course Goals and Objectives

Module III: PROGRAM GOALS

The focus of this module is on translating problem statements into program goal statements. Problem statements identify the problem that is the basis for a program's existence; goal statements identify general steps to be taken to solve the problem. Goal statements are developed from the problem statements and are written in terms of a job to be accomplished.

By the end of the module, each participant will be able to:

- identify at least two criteria for a goal statement;
- write at least one goal statement for his program that meets these criteria;
- state how a goal statement is derived from a problem statement; and
- explain the difference between research and evaluation as it relates to goal statements.

Module IV: SETTING PROGRAM OBJECTIVES

In Module IV the emphasis is on breaking goal statements into several specific, measurable statements of objectives. Objectives represent *specific* accomplishments the program expects to attain. When all of the objectives are fulfilled, the goals will be accomplished. Objectives are the primary focus for program evaluation and measurement: program evaluations determine if stated objectives have been met.

At the completion of this module, participants will be able to:

- state eight of the ten criteria for good program objectives;
- for at least one goal statement generated in Module III write a set of objectives that meet six of the criteria; and
- give at least one concrete example of the importance of adequate communication and involvement with all relevant departments and staff in setting objectives.

Module V: METHODS OF GATHERING DATA

In previous modules, the differences between evaluation and measurement have been presented. This module focuses on several types of measurement activities; the most common are categorized and discussed. Evaluation designs are ways to arrange measurement methods to fit a program. Before discussing the arrangement of methods, it is important to understand some of these.

At the conclusion of this module, each participant will be able to:

- name four major categories of measurement strategies;
- identify what each of the four categories of measurement strategies is designed to measure;
- list two situations in which observation techniques might be used; and
- name two types of interviews.

Module VI: EVALUATION DESIGNS

In this module, designs that can be used to implement the methods identified in Module V are discussed. Designs are examined not only in terms of their technical quality and usefulness, but also in terms of their possible impact on program activities and resources.

Course Goals and Objectives

Evaluation designs are examined in terms of their *usefulness* for program planning. A useful design will enable evaluators to gather data that demonstrates whether or not the program has been able to achieve its objectives. This information is essential in planning future programs.

By the end of this module, participants will be able to:

- identify the two factors to be considered in choosing an evaluation design;
- identify the three categories of evaluation designs;
- list two distinguishing characteristics of each category; and
- identify at least two ways that resistance to program evaluation can be minimized.

Module VII: PROJECTING OUTCOMES FOR MEETING PROGRAM GOALS

In this module, the measurement methods chosen in Module VI are examined in terms of their projected outcomes and the effect these have in determining if program goals are being met. Different measurement methods will often provide different outcomes; therefore, each method must be examined in terms of its effect on program goals. This process forces participants to develop a rationale for the methods they chose to gather data.

Finally, the kinds of problems that can be created in a program by implementing various methods are examined. Client confidentiality, staff time, record keeping, are just a few of the issues raised when new data gathering methods are introduced.

By the end of this module, participants will be able to:

- describe the projected outcome for each measurement method chosen in Module VI; and
- identify one potential problem that implementing each method could cause in his program.

PREVENTION: A COURSE FOR LOCAL PROGRAM SURVIVAL

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer's Manual
Resource Manual

COMMENTS:

TRAINER REQUIREMENTS: Familiar with content and experienced in group dynamics, task-oriented training, needs assessment, and adaptation of training materials.

TARGET AUDIENCE: Those responsible for administering, operating, coordinating, or managing prevention activities.

INSTRUCTIONAL MODE & SETTING: Training team-led activities including lectures, simulations, task-group exercises, guided group discussions, and individual assignments. Optimum trainer-trainer ratio, 1 to 8. Optimum number of participants: 24. Length: 31-1/2 hours or four and 1/2 days training.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I.	Orientation, Overview, and Climate-Setting	exercise; lecture	2 hours, 45 minutes
II.	Open Systems Theory: A Conceptual Framework for Assessing Prevention Programs	lecture; discussion; exercise; reading assignment	8 hours
III.	Interagency Collaboration	exercise; lecture; discussion; demonstration	4 hours
IV.	Grantsmanship and How to Secure Local Funds and Other Nonfinancial Support	lecture; discussion; exercise	6 hours

PREVENTION: *A COURSE FOR LOCAL PROGRAM SURVIVAL*

SESSIONS, UNITS, OR MODULES	*METHODS*		*TIME REQUIRED*
V. Assessing the Effectiveness of Prevention Programs	exercise; discussion; lecture		6 hours, 45 minutes
VI. Action Planning	individual or small group work; large group discussion		4 hours
		Total:	31-1/2 hours or four and 1/2 days' training

Course Goals and Objectives

Module I: ORIENTATION, OVERVIEW, AND CLIMATE-SETTING

Module II: OPEN SYSTEMS THEORY: A CONCEPTUAL FRAMEWORK FOR ASSESSING PREVENTION PROGRAMS

At the end of this module, participants will be able to:

1. Define the following:

   open system
   closed system
   boundary permeability
   import-conversion-export processes
   the five organizational processes

2. Correctly identify each of the "Four T's."
3. During a prevention program diagnosis exercise:

   Appraise the present condition of at least one program,

   Identify the prognosis for at least one program's future, and

   Make at least one recommendation for a program's future survival.

Module III: INTERAGENCY COLLABORATION

At the end of this module, and without the aid of notes, participants will be able to:

1. Define the terms "obstacle" and "constraint."
2. Identify at least three obstacles and three constraints to interagency collaboration.
3. Identify at least four common Role Behavior Needs of agency personnel.
4. Identify at least three Social Systems Relatedness Techniques for improving interagency collaboration.
5. Apply at least three of the interagency collaboration principles taught in this module to solving a given problem in an exercise.
6. Identify at least four methods of initiating interagency collaboration.

Module IV: GRANTSMANSHIP AND HOW TO SECURE LOCAL FUNDS AND OTHER NONFINANCIAL SUPPORT

At the end of the module, participants will be able to:

1. Identify at least two eligibility criteria that any private organization should meet before attempting to secure funds from a foundation or the federal government.
2. Identify at least five pieces of information that should be known about a foundation or a federal agency before attempting to solicit funds.
3. Identify at least three reasons why a constituency should be developed for a program.
4. Identify at least six categories that should be covered in a proposal submitted to a private foundation.
5. Describe the purpose of the following resources:
   a. *The Catalog of Federal Domestic Assistance*
   b. *The Foundation Directory*

6. List at least three guidelines that should be followed when conducting local fundraising activities.

7. Identify at least four types of information that should be acquired before attempting to obtain funds from:

   a. local government, and

   b. a corporation.

8. Formulate in writing a plan to secure funds or other (nonfinancial) support based on the information presented in this module.

Module V: ASSESSING THE EFFECTIVENESS OF PREVENTION PROGRAMS

At the end of this module, participants will be able to:

1. Define the following terms:

   multiple methods
   routinizing measures
   behavioral measures
   chain of effects
   control group
   placebo effect

2. Describe the function, feasibility, and applicability of at least one measure used in assessing the effectiveness of a prevention program.

3. Formulate in writing at least one behavioral measure for a prevention program that meets the criteria used in this module.

4. Formulate in writing an assessment design that includes at least two types of measurements (one instrument and one behavioral indicator).

Module VI: ACTION PLANNING

At the end of this module participants will be able to develop a written plan to improve the effectiveness of their prevention programs by using the criteria outlined in the Action Planning Workbook.

SINCE YOU CARE: A PARENTING SKILLS COURSE

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer Manual
Participant Workbook
Three films (to be ordered separately)

COMMENTS: Developed by the Erie County (Pennsylvania) Council on Prevention of Alcoholism and Drug Abuse; distributed by NDAC.

TRAINER REQUIREMENTS: Professional facilitator skills; male-female team specially encouraged; usefulness of facilitator's modeling of behaviors stressed.

TARGET AUDIENCE: Married couples, expectant or already parents, individual parents and single people also welcome.

INSTRUCTIONAL MODE & SETTING: Professional facilitator-led experiential activities for a six-session course.

Site requirements include a comfortable room adequate for large group discussion, small group work, and screening of films. Optimum group size: 20-25 participants. Length: 6 sessions of 2 hours' each.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Session I. Orientation and Overview	trainer introduction; triad discussion; trainer presentation; role play (optional; script provided) session evaluation (individual; written form)*; homework (optional)+	2 hours
Session II. Elements of Communication	discussion; triad exercises; trainer presentation; small group exercise; large group exercise	2 hours
Session III. Focus on Feelings	fishbowl-type exercise; film and discussion; trainer presentation	2 hours

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*All sessions except last session

+All sessions

SINCE YOU CARE: A PARENTING SKILLS COURSE

SESSIONS, UNITS, OR MODULES	*METHODS*		*TIME REQUIRED*
Session IV. Practice Two-way Communication and Elements of Communication	mini-lecture; dyad exercise; group exercise		2 hours
Session V. Preventing Conflict in the Family	triad exercise; film; group discussion; mini-lecture; written exercise; dyad exercise		2 hours
Session VI. Practicing Conflict Resolution	film; role play; discussion		2 hours
		Total:	12 hours or 6 sessions

Course Goals and Objectives

Note: These performance objectives are not listed in chronological order. However, each performance objective will be encountered as indicated in the chapter guides by representative roman numerals and associated letters.*

Goal:

To prevent and/or reduce socially dysfunctional behavior (specifically drug and alcohol abuse), by guiding families to communicate more openly, less defensively and less destructively with one another.

I. Subgoal - Build a trusting atmosphere

Performance Objectives

A. Given the communication guidelines, the parent will be more accepting of himself and others. (Session 1)

B. Given a trusting, affective atmosphere, the parent will demonstrate increased expression of his opinions, feelings and attitudes. (Session 1)

C. Given a trust building strategy, the parent will be able to more approvingly communicate with group members and family. (Session 1)

II. Subgoal - Development of a working knowledge of the rationale for the learning and improvement of communication skills in the family

Performance Objectives

A. Given essential primary prevention and communication concepts, the parent will be able to discuss his ideas on family communication loss. (Session 1)

B. Given a situation illustrating a communication process (involving conflict), the parent will be able to justify the need for improved communication techniques. (Session 1)

C. Given a theory of communication loss, the parent will be able to specify several breakdowns of communication and changes of family responsibility in society. (Session 2)

III. Subgoal - Development of a working knowledge of elements of communication

Performance Objectives

A. Given the opportunity to observe his and other family situations, the parent will be able to share with the group his key elements, enhancers and barriers to communication. (Sessions 1, 2, 3, 4, and 5)

B. Upon receiving feedback of group members' ideas of the essentials of communication, the parent will gain insight into the complexity and diversity of the communication process. (Sessions 1, 2, 3, 4, 5, and 6.)

IV. Subgoal - Development of an experiential knowledge of elements of communication

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*Sessions to which objectives apply are noted in parentheses.

Performance Objectives

A. After participating in a one-way communication strategy, the parent will be able to relate elements that affect the communication process and ideas that would enhance the communication process. (Sessions 2 and 3)

B. After participating in a two-way communication strategy, the parent will be able to assess the difference in performance when more and improved communication techniques are practiced. (Sessions 2 and 3)

C. After participating in a non-verbal communication strategy, the parent will explore non-verbal communication cues by sending and receiving these cues and determine their accuracy in expressing feelings non-verbally. (Sessions 2 and 3)

D. Upon experiencing and applying the elements of communication, the parent will be able to specify his own strengths and weaknesses in the communication process. (Session 2)

V. Subgoal - Development of an awareness of feelings, attitudes and values and their effects on communication

Performance Objectives

A. Given a descriptive and discriminating presentation, the parent will be able to recognize those feelings that affect his communication process.

B. Contrasting a positive and negative mode of sending and receiving a communication, the parent will be able to differentiate between the components of a facilitative versus a threatening problem-solving situation. (Session 3)

C. Given a discussion of contrasting problem solving situations, the parent will be able to transfer elements of these situations to his family setting. (Session 3)

VI. Subgoal - Development of an understanding of how feelings affect family relationships

Performance Objectives

A. Given a structured situation emphasizing the importance of the child's feelings and self-concept, the parent will be able to relate his reactions to his child's feelings. (Session 3)

B. Given a descriptive and discriminating presentation concerning the deterioration of communication in our society, the parent will be able to deduce the essential barriers affecting communications. (Session 3)

VII. Subgoal - Development of an understanding of the decision-making process

Performance Objectives

A. Given a structured situation emphasizing the child's need for a positive self-concept and a need for guidelines to discriminate among cues and cognitive stimuli, the parent will be able to identify the child's need for decision-making skills. (Session 3)

Course Goals and Objectives

B. Given a presentation of a decision-making process, the parent will be able to relate how this process could be applied to a self-concept and discrimination situation. (Session 3)

C. Given a presentation of a decision-making process, the parent will be able to transfer this process to the parents' familial setting. (Session 3)

VIII. Subgoal - Development of a working knowledge of the mechanics of communication

Performance Objectives

A. Given an explanation of the mechanics of the communication process, the parent will be able to see his position and how the elements of communication affect his situation and his involvement in the communication process. (Session 4)

B. Given a graphic outline of the communication process, the parent will be able to see his position and how the elements of communication affect his situation and his involvement in the communication process. (Session 4)

C. Given an alternate set of communication components, the parent will be able to interpret the communication process as being learned and subject to change.

IX. Subgoal - Development of unconditional listening skills

Performance Objectives

A. After reading factual information regarding elements of unconditional listening, the parent will be able to recall the key elements of unconditional listening. (Sessions 4 and 5)

B. Given factual information regarding elements of unconditional listening, the parent will identify examples from his own experience. (Session 4)

C. Given a feeling and self-concept situation, the parent will be able to generalize his familial setting to a structured unconditional listening situation. (Session 4)

D. Given the opportunity to practice elements of unconditional listening, the parent will be able to report increased numbers of improved communications with his child due to his ability to implement unconditional listening techniques. (Session 4)

X. Subgoal - Application, analysis and synthesis of the key elements of communication

Performance Objectives

A. Given a dyadic encounter, the parent will employ a number of key elements of communication.

B. Given the opportunity to discuss the dyadic encounter with his partner, the parent will evaluate that dyadic encounter by synthesizing the materials previously presented. (Session 4)

C. Given a large group interaction, the parent will volunteer his feelings about the dyadic encounter. (Session 4)

D. Given a large group interaction, the parent will relate his familial situation to the materials presented. (Session 4)

XI. Subgoal - Comprehension of the factors that influence our perception of other people

Performance Objectives

A. Given a strategy allowing the parent to share his perceptions of himself and others, the parent will be able to understand the manner in which perceptions of other people, particularly first impressions, influence interpersonal relationships. (Session 5)

B. Given a perception sharing strategy, the parent will be able to understand that we do not necessarily see people as they are or as others see themselves, but for what they mean to us. (Session 5)

XII. Subgoal - Develop an understanding of how parents' wants and needs may conflict with childrens' wants and needs, producing a breakdown in family communications and relations

Performance Objectives

A. Given a role-playing situation, the parent will be able to recognize conflicting needs and wants. (Session 5 and 6)

B. Given a discussion of the role playing situation, the parent will be able to determine some alternatives proving most suitable to this situation. (Session 6)

C. Given the opportunity to choose one group decision from the individual alternatives, the parent will be able to role play the group alternative. (Session 6)

D. After the presentation of a conflict situation and a family conflict solving approach, the parent will be able to explain his comprehension of the individual's responsibility in owning and clarifying problem situations. (Session 6)

E. Given a structured situation emphasizing individual and group differences in terms of wants and needs, the parent will see the need for compromise as opposed to inflexibility and necessity of communicating these needs and wants. (Sessions 5 and 6)

XIII. Subgoal - Development of a working knowledge of conflict resolution

Performance Objectives

A. Given a structured role playing situation using a family conflict solving approach, the parent will be able to interpret this approach competently. (Session 6)

B. Given a presentation of alternative approaches to conflict-resolution, the parent will be able to contrast a presented method of conflict-resolution. (Session 6)

C. Given a discussion of a family conflict solving approach, the parent will be able to justify use of this approach in his own family. (Session 6)

D. Given the opportunity to explore assumptions and pre-suppositions in structuring situations, the parent will be able to detect unstated expectations or needs he has that may interfere with communications and conflict resolution. (Sessions 5 and 6)

XIV. Subgoal - Summation and estimation of the participants' feelings towards the Communications Workshop

Performance Objectives

A. Given a discussion, the parent will be able to constructively criticize the methodology and relevance of the program, the facilitator's performance, and the effectiveness of the program. (Session 6)

B. Given a discussion, the parent will be able to coordinate the given approaches and structure these ideas for use in his family situation. (Session 6)

C. Given a evaluation form, the parent will be able to express his feelings on the program's effectiveness. (Session 6)

D. Given the choice to follow up the parent program, the parent will be able to maintain contact with the facilities of the facilitator's organization. (Session 6)

THIRD PARTY PAYMENTS: ALTERNATIVE FUNDING SOURCES FOR DRUG ABUSE TREATMENT PROGRAMS

SOURCE AND DATE: NDAC, no date specified

COMPONENTS: Trainer's Manual
Trainee's Manual

COMMENTS:

TRAINER REQUIREMENTS: Experience in delivering large and small group training, delivering lectures, and facilitating small group task-oriented exercises. Two technical consultants are required: one with expertise in third party payment systems and one with expertise in financial management of health care centers.

TARGET AUDIENCE: Drug Abuse Treatment Program Administrators and Single State Agency personnel

INSTRUCTIONAL MODE & SETTING: Trainer-led instruction with heavy emphasis on didactic presentation; however, participant involvement is built in through small group workshops, small and large group discussions, and individual study. Group size = 20-30. Length = approximately 20 hours of session material or 3 days training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction	mini-lecture; discussion; exercise	2 hours
2. Health Services Funding Regulations	mini-lecture	30 minutes
3. Key Issues	mini-lecture; discussion	2 hours, 20 minutes
4. Third Party Payers	mini-lecture; large and small group discussion	4-1/2 to 5-1/4 hours
5. Confidentiality	mini-lecture; discussion	1 hour, 20 minutes
6. Administrative Considerations: Management and Staff Issues	mini-lecture; large and small group discussion	2-1/4 to 3 hours

THIRD PARTY PAYMENTS: ALTERNATIVE FUNDING SOURCES FOR DRUG ABUSE TREATMENT PROGRAMS

SESSIONS, UNITS, OR MODULES	*METHODS*		*TIME REQUIRED*
7. Financial Management	Option A: Fee Schedule Expert Option B: Trainer and group		2 hours 1 hour, 40 minutes
8. Program/SSA Planning	small group work		2 hours
		Total =	approximately 20 hours or 3 days' training

Course Goals and Objectives

Session 1: INTRODUCTION

The purpose of this session is to establish an appropriate learning environment by outlining the course content, explaining the course structure and providing a general explanation of the third party payments system. At the end of this session participants will be able to:

- o define "third party payments";
- o identify the three parties in a third party payments system;
- o identify at least five implications for a drug abuse treatment program seeking third party payments;
- o identify the two methods by which service providers are reimbursed in a third party payments system;
- o identify the two types of third party payers.

Session 2: HEALTH SERVICES FUNDING REGULATIONS

Participants will attain a general understanding of the type of requirements established by the HSF regulations. At the end of this session and without the aid of notes, participants will be able to:

- o define the purpose of the Health Service Funding (HSF) Regulations;
- o identify at least two major reporting requirements of the Health Service Funding Regulations;
- o identify at least three topic areas to be highlighted in the reporting of the Health Service Funding Regulations' general plan;
- o identify at least two topic areas to be highlighted in the reporting of the Health Service Funding Regulations' financial plan.

Session 3: KEY ISSUES

Participants will become familiar with the issues of client eligibility, provider eligibility, and service eligibility and with their impact on garnering third party payments. At the end of this session and without the aid of notes, the participants will be able to:

- o identify the procedure that best describes the process for determining a client's eligibility for third party payments;
- o identify the three important factors in obtaining provider eligibility;
- o identify at least three sources of information on service eligibility;
- o identify at least four reasons for client resistance.

Session 4: THIRD PARTY PAYERS

Participants should attain sufficient understanding of third party payers to permit them to make a preliminary determination of the most likely reimbursement sources for their program. At the end of this session and without notes, the participants will be able to:

- o list the first steps to be taken by a program to identify potential third party payers;

- identify the third party payers most relevant to drug abuse treatment programs;
- define institutional providers;
- define individual providers;
- define the two types of institutional providers that may be applicable to drug abuse programs;
- identify the three categories of individuals who are eligible for Medicaid;
- identify at least three federal client eligibility criteria of the Medicaid program;
- identify at least five federal service eligibility criteria of the Medicaid program;
- identify at least four federal client eligibility criteria of the title XX programs;
- identify the factors most commonly used by private insurance companies in determining individual institutional provider eligibility;
- identify at least three services drug programs might make use of that are offered by state vocational rehabilitation programs.

Session 5: CONFIDENTIALITY

Participants will review the basic issues in maintaining the confidentiality of clients' records. At the end of this session and without the aid of notes the participants will be able to:

- identify at least two steps a program must take to ensure the privacy of client records;
- identify at least five confidentiality implications of third party payments for the client;
- identify at least two confidentiality implications of third party payments for program operations;
- prepare a legally valid consent form, given the type of data required by federal regulations.

Session 6: ADMINISTRATIVE CONSIDERATIONS: MANAGEMENT AND STAFF ISSUES

Participants will examine major administrative implications that are likely to result from the implementation of a third party payments system. At the end of this session and without the aid of notes the participants will be able to:

- identify at least three key questions that need to be answered before any steps are taken to implement a third party payment system;
- identify at least five management decisions that must be made before implementing a third party payment system;
- identify at least three staff issues to be addressed prior to implementing a third party payment system.

Session 7: FINANCIAL MANAGEMENT

Participants will examine the major financial considerations involved in the implementation of a third party payments system. At the end of this session and without the aid of notes, the participants will be able to:

- identify the two types of fee schedules;
- identify at least two categories of program costs;
- specify the proportion of indirect costs related to direct costs, given a hypothetical cost structure for a program.

Session 8: PROGRAM/SSA PLANNING

Participants will consider the planning necessary for obtaining and maximizing third party payments.

At the end of this session the local program participants will complete Workshop Packet W-3, Project Planning, according to the instructions of the trainer.

At the end of this session the SSA participants will complete Workshop Packet W-4, SSA Planning, according to the instructions of the trainer.

VOCATIONAL REHABILITATION IN THE TREATMENT SETTING

SOURCE AND DATE: NDAC, 1976

COMPONENTS: Trainee's Manual;
Trainer's Manual;
Two videotapes

COMMENTS: ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human science, or social work.

TRAINER REQUIREMENTS: Knowledge of course content and laboratory trainning experience; training team-resource expert and 3-4 experienced group trainers (mimimum).

TARGET AUDIENCE: Personnel in drug treatment and rehabilitation programs whose major responsiblities are vocational rehabilitation counseling, job development,and placement.

INSTRUCTIONAL MODE & SETTING: Trainer-led didactic and group experiential activities. Group size: 10-20. Length: 36 hours or 5 days' training. Site requirements include a large group meeting room, small group work areas, and videotape playback equipment.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit I: The Vocational Rehabilitation Process in the Treatment Setting: An Overview		
Module 1: The Process	trainer presentation and group discussion; resource paper	1 hour
Module 2: The Specialist	presentation and small group discussion; individual exercises, dyads, resource paper	2 hours, 45 min.
Module 3: Understanding the Client	trainer presentation and group discussion; small group work; individual exercise; resource paper	4 hours
Unit II: The Assessment and Planning Function		
Module 4: Principles of Effective Interviewing	role play; trainer presentation; group discussion; individual exercises; triads; resource paper	4 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
Module 5: Assessment and Vocational Choice Models	trainer presentation; role play; group discussion; individual exercise; dyads; resource paper	3-1/2 hours
Module 6: Contracting and Goal Setting	trainer presentation and group discussion; videotape; triads; role play	3-1/2 hours
Unit III: The Vocational Guidance and Counseling Function		
Module 7: Introduction to the Counseling Relationship	trainer presentation and group discussion; individual exercise; role play; dyads; resource paper	3-1/2 hours
Module 8: Problems of the Rehabilitating Drug Abuser	videotape presentation and group discussion; report of small group work to large group; Trainer Viewing Guide	3 hours
Unit IV: The Support Function		
Module 9: Job Development	individual exercises; trainer presentation and discussion; trainer lecture; role play; dyads; triads; resource paper	4 hours
Module 10: Job Placement	trainer presentation and discussion; resource paper	2-1/2 hours
Module 11: Postplacement Follow-Up	trainer presentation and discussion; resource paper	1 hour
Unit V: Problem Identification and Action Planning		
Module 12: Individual Problem Identification and Action Planning	individual exercise; "A Self-Directed Workbook"	3 hours
	Total:	Approximately 36 hours 5 days' training

Course Goals and Objectives

Purpose:

The curriculum is designed to:

- increase knowledge and skills in vocational rehabilitation of drug abusers;
- help clarify trainees' roles as vocational rehabilitation specialists;
- help trainees define the program support necessary to perform their jobs effectively.

Unit I: THE VOCATIONAL REHABILITATION PROCESS IN THE TREATMENT SETTING: AN OVERVIEW

Goals:

- to provide trainees with a conceptual framework for understanding the vocational rehabilitation process and its application to the client (drug abuser) in the treatment setting;
- to acquaint trainees with the role and responsibilities of the VR specialist in the treatment setting;
- to discuss with trainees some of the problems and concerns of the specialist, the client, and the drug treatment program.

Module 1: THE PROCESS

Upon completion of the learning activity, trainees will be able to:

- identify a minimum of four positive benefits that our society confers on individuals who are working;
- identify the implications that our society's view of work has for the vocational rehabilitation of the drug abuser;
- identify a minimum of four assumptions that are necessary requirements for the implementation of a rehabilitation process model;
- list the four main functions of the VR specialist as described in the model vocational rehabilitation process;
- identify a minimum of three activities for each of the four functions performed by the VR specialist in the vocational rehabilitation process model.

Module 2: THE SPECIALIST

Upon completion of the learning activities in Module 2, trainees will be able to:

- describe, in group discussion, how each individual's job differs from or coincides with the role and functions of the VR specialist as outlined in the model presented by the trainer;

- describe, by completing the Program Force Field Analysis, at least two forces at the program level that help VR specialists do their job and two factors that hinder them;

- list a minimum of seven primary guidance functions of the VR specialists as outlined in the presentation;

- complete an individual needs assessment form using the skills and information categories generated from their group discussion.

Module 3: UNDERSTAND THE CLIENT

Upon completion of the learning activities in Module 3, trainees will be able to:

- describe at least three behavior patterns shown by rehabilitating clients that may cause problems in the vocational rehabilitation phase of treatment;

- identify a minimum of two reasons why information about the client's lifestyle before drug use began, and in context of the drug subculture, is important to the VR specialist in preparing a vocational rehabilitation plan;

- list and describe six addict lifestyles recognized to exist within the street drug subculture;

- identify at least four types of client information a VR specialist must obtain in order to develop a treatment or rehabilitation plan.

Unit II: THE ASSESSMENT AND PLANNING FUNCTION

Goals:

- to provide trainess with an interviewing process model that will improve their existing interviewing skills;

- to present two theories of vocational choice development that will enhance trainees' vocational planning with clients;

- to present a model for contracting and goal setting in the vocational rehabilitation process;

- to provide trainees with an opportunity to simulate interviews with clients using 1) "lifestyle" questions, 2) vocational choice models, and 3) the contracting and goal setting process.

Module 4: PRINCIPLES OF EFFECTIVE INTERVIEWING

Upon completion of the learning activities in Module 4, trainees will be able to:

- list in sequence, without reference to notes or other materials, the six recommended stages of the overall interviewing process;

- list the six steps that are involved in conducting a client interview as presented in the resource paper, "Principles of Effective Interviewing";

Course Goals and Objectives

- Use of the Interview Process Guide, under simulated interviewing conditions, to:

  1. analyze the interviewing skills of another trainee;

  2. analyze their own interviewing skills.

Module 5: ASSESSMENT AND VOCATIONAL CHOICE MODELS

Upon completion of the learning activities in Module 5, trainees will be able to:

- describe the developmental stages of Super's vocational choice model and their applicability to client vocational planning;

- describe the categories of personality types and working environment of Holland's vocational choice model and their applicability to client vocational planning;

- conduct a successful vocational assessment interview within the framework of Super's vocational choice model;

- analyze, using trainer directions, the results of the assessment interview for patterns useful in forming a vocational rehabilitation plan with the client.

Module 6: CONTRACTING AND GOAL SETTING

Upon completion of the learning activities in Module 6, trainees will be able to:

- list the five phases required in developing a contractual treatment plan as described in the resource paper;

- participate in an observed practice exercise in which the ability to help a client set goals and develop a contract is evaluated;

- list three reasons why contracting is an important prerequisite to embarking on a vocational rehabilitation plan with a client.

Unit III: THE VOCATIONAL GUIDANCE AND COUNSELING FUNCTION

Module 7: INTRODUCTION TO THE COUNSELING RELATIONSHIP

Upon completion of the learning activities in Module 7, trainees will be able to:

- list four variables in the helping process as described in the trainer presentation;

- list a minimum of four of Carkhuff and Truax's facilitative dimensions of a helping relationship;

- identify a minimum of four statements that would relate to the questions Jenkins poses for the helper to ask himself during the course of the helping relationship;

- identify the four phases of the problem-solving model as described in the resource paper;

- define their roles as VR specialists in relation to the counseling process by listing (1) their assets and (2) their vulnerabilities;

- develop a problem statement from one of the areas identified as vulnerability;
- apply the problem-solving model, as outlined in the resource paper, in a simulated counseling interview.

Module 8: PROBLEMS OF THE REHABILITATING DRUG ABUSER

Upon completion of the learning activities in Module 8, trainees will be able to:

- list a minimum of three problems experienced by the rehabilitating drug abuser that are caused by factors external to the client;
- list a minimum of three problems experienced by the rehabilitating drug abuser that have their source in factors internal to the client;
- identify, on the given worksheet, the problems and personal resources of Julie, the client shown in the videotape counseling relationship.

Unit IV: THE SUPPORT FUNCTION

Goals:

- to create a rationale substantiating the need for drug treatment programs to invest time and energy in the support functions of vocational rehabilitation;
- isolate and present skills and information needed by the VR specialist to function effectively in this phase of the vocational rehabilitation process.

Module 9: JOB DEVELOPMENT

Upon completion of the learning activities in Module 9, the trainees will be able to:

- distinguish between "job placement" and "job development" as described in the resource paper and as presented by the trainer;
- list at least three ways in which the job development model presented in the module can be adapted to their current method(s) of job development;
- describe at least three obstacles to effective job development and at least one method for addressing each of these obstacles;
- list at least seven sources for job development information as described in the resource paper;
- list the four elements of a statement of purpose for a job development plan according to the guidelines presented in the resource paper;
- write at least one program-centered objective and one client-centered objective, long-term or short-term, each dated, measurable, and indicative of an acceptable level of achievement;
- differentiate between long-term and short-term objectives that are client-centered and those that are program-centered;

- demonstrate effective "salesmanship" techniques as a job developer in the simulated interview with a prospective employer;
- evaluate, on the Observer Guide, the effectiveness of a simulated job development interview from the perspective of both the job developer and the prospective employer.

Module 10: JOB PLACEMENT

Upon completion of the learning activities in Module 10, trainess will be able to:

- list at least two common professional misconceptions about job placement as described in the resource paper;
- identify the five steps of Hardy's model outlining the procedure used to get the client ready for employment;
- list at least two ways role playing can be used with their clients during the vocational placement process;
- list two suggested limits to counselor-employer communication during the placement process as discussed in the resource paper and trainer presentation.

Module 11: POSTPLACEMENT FOLLOW-UP

Upon completion of the learning activity in Module 11, trainees will be able to:

- describe the follow-up procedures and problems they are presently experiencing;
- list at least four reasons for engaging in employer follow-up as described in the trainer presentation and the resource paper;
- list a minimum of five reasons for engaging in client follow-up as described in the trainer presentation and in the resource paper;
- list the four parts of the theme-centered follow-up workshop as presented by the trainer;
- identify two suggested topics for both an employer and a client theme-centered follow-up workshop.

Unit V: PROBLEM IDENTIFICATION AND ACTION PLANNING

Goals:

- to review the performance expected of the VR specialist in the vocational rehabilitation process;
- explore three types of performance problems: skill and knowledge deficiencies, environmental hindrances, and motivation-incentive deficits;
- assist trainees in defining their major job performance problems within these categories and develop specific action plans for their solution;
- assist trainees in strengthening their problem-solving capability.

Course Goals and Objectives

Module 12: INDIVIDUAL PROBLEM IDENTIFICATION AND ACTION PLANNING

Upon completion of the learning activity in Module 12, trainees will be able to:

- use the previously completed Self-Assessment Form to determine if their learning objectives were met by the training course;
- use the previously completed Program Force Field Analysis Form to identify the problems in his or her work environment;
- complete a personal action plan using the guidelines and forms given in the workbook.

CERTIFIED TRAINERS

The people listed below teach the national-level drug abuse training packages described in sections 1 and 5 of this guide. Each has been certified as an "Instructor," "Trainer," or "Recertified Trainer" by the NIDA National Training System's Professional Development Program Standards Committee. This reflects their mastery of course content and practice deliveries of the package under the supervision of a certified trainer. Participation in the registry of certified trainers has been voluntary, and this list does not identify those who teach but have not registered for certification. Many of those are listed in the consultants section of this guide. See section 5, page 341, for a description of the course abbreviations used below.

Table 1, on page 262, is recommended for quick identification of States with certified trainers in particular courses.

ALABAMA

Bretherick, George W.
502 Washington Avenue
Montgomery, Alabama 36106

Recertified trainer: AITP, BSAC, BMS, CT, FADA/DIP, JTI, TOT, VRTS, CS, GFTP

Deal, Betty
507 South Ouida Street
Enterprise, Alabama 36330

Instructor: WIT II

Ellerbrake-Willitt, Gail
1832 Galena Avenue
Montgomery, Alabama 36106

Instructor: CBPS

Garner, Gary L.
Route 1, Box 30AA
Goodwater, Alabama

Recertified instructor: CT:STCS, WIT II

Gray, Betty M.
Route 4, Box 489-N
Prattville, Alabama 36067

Recertified trainer: CT:STCS, BMS, GFTP, AITP, WIT II, FADA/DIP, TOT, BSAC

Hardee, Roland E.
P.O. Box 481
Foley, Alabama 36536

Instructor: WIT II

Parramore, W.E.
Route 12, Box 4
Dothan, Alabama 36303

Instructor: DIP

ALASKA

Brown, Rio Ritha
927 East 10th
Anchorage, Alaska 99501

Instructor: CT:STCS

Dunham, Evelyn
2601 Raspberry Road
Anchorage, Alaska 99502

Recertified trainer: TOT

Inks, Bruce W.
8410 Dugan
Anchorage, Alaska 99502

Trainer: AITP

Simeone, Carolyn
2408 Cottonwood
Anchorage, Alaska 99503

Trainer: TOT

Walunga-Bywater, Chris
2432 West 67th
Anchorage, Alaska 99503

Trainer: TOT

Table 1

STATE	AITP	A:IS	BMS	BSAC	BM (IL)	CAPS	CBPS	CT:STCS	EDDAT	FADA	DIP	FOPE	JTI	P:ACFLPS	P:PM	SYC	TPP	TOT	VRTS	WIT	CS	GFTP	WIT II	PWMS	SB	CONF
Alabama	●		●	●			●	●		●	●		●					●	●		●	●	●			
Alaska	●							●										●								
Arizona								●												●						
Arkansas								●							●											
California	●	●	●				●	●		●	●	●	●	●			●	●	●	●	●		●			
Colorado								●																		
Connecticut	●	●	●		●	●	●	●		●	●	●	●	●	●		●	●	●	●	●		●	●		
Delaware	●							●			●											●			●	
District of Columbia	●	●						●			●							●			●			●	●	●
Florida	●	●	●					●	●	●	●		●					●			●	●	●		●	●
Georgia	●	●	●	●	●	●	●	●		●	●	●	●		●		●	●	●	●	●	●	●	●	●	●
Hawaii	●	●	●					●		●	●							●	●	●	●	●	●		●	
Idaho	●							●		●	●		●					●			●	●			●	
Illinois	●	●	●			●	●	●		●	●		●		●	●		●	●		●	●	●	●	●	
Indiana	●	●	●	●				●		●	●							●			●	●	●		●	
Iowa																										
Kansas	●	●	●			●	●	●		●	●		●	●	●	●		●	●	●	●	●	●	●		
Kentucky	●	●	●					●		●	●							●			●		●		●	
Louisiana	●	●	●				●											●								
Maine										●	●							●			●		●			
Maryland	●	●	●				●	●		●	●	●	●		●	●		●		●	●	●	●	●	●	●
Massachusetts	●												●													
Michigan		●													●	●		●					●			
Minnesota																										
Mississippi							●			●	●							●								
Missouri	●	●	●				●				●							●	●	●	●			●	●	
Montana		●	●				●	●		●	●							●					●			
Nebraska			●															●								
Nevada		●						●														●	●			
New Hampshire	●						●	●		●	●			●				●					●	●		
New Jersey	●	●	●					●		●	●	●						●	●	●	●	●				
New Mexico																		●								
New York	●		●		●			●		●	●		●	●				●		●	●	●	●			
North Carolina	●		●					●								●				●						
North Dakota								●																		
Ohio	●	●	●			●		●		●	●					●		●			●	●	●	●	●	
Oklahoma				●				●										●								
Oregon	●																	●					●			
Pennsylvania			●				●					●		●				●		●	●					
Rhode Island	●																									
South Carolina																										
South Dakota		●	●	●			●	●										●				●				
Tennessee	●	●				●		●		●	●							●		●	●		●		●	
Texas	●		●	●														●			●	●	●			
Utah								●										●	●			●				
Vermont																										
Virginia	●	●	●				●	●	●	●	●	●	●	●	●			●			●	●	●	●	●	
Washington	●	●	●	●				●		●	●	●	●		●		●	●	●	●	●	●	●	●	●	
West Virginia																		●								
Wisconsin	●	●	●					●		●	●		●				●	●		●		●				●
Wyoming	●		●	●		●	●	●			●	●	●		●			●		●						
Guam	●							●		●								●			●					
Puerto Rico																										
Virgin Islands																										

ARIZONA

Hicks, Kristine
8001 North 5th Avenue
Phoenix, Arizona 85021

Instructor: CBPS

Ketcios, Anntonette
1820-2 East Frier Drive
Phoenix, Arizona 85020

Recertified trainer: CT:STCS, WIT

ARKANSAS

Cole, Anthony A.
998 Walnut Street, #106
Helena, Arkansas 72342

Instructor: PPM

Sebourn, Robert W.
8823 Westwood
Little Rock, Arkansas 72204

Recertified instructor: CT:STCS

CALIFORNIA

Barnett, Vendella M.
3117 B. Oakwood
Lynwood, California 90262

Trainer: TOT

Bragg, Leslie
P.O. Box 5494
Santa Monica, California 90405

Trainer: TOT

Brinkley, Jean
111 Capitol Mall
Sacramento, California 95825

Trainer: TOT

Castro-McGee, Teresita
1025 North Frederic
Burbank, California

Instructor: WIT II

Douglas, Walter D.
124 East Spruce Avenue
Inglewood, California 90501

Trainer: TOT, CT:STCS

Essman, Alice A.
748 Diamond Street
San Francisco, California 94114

Instructor: DIP

Fields, Richard
248 Oak Leaf Drive
Thousand Oaks, California 91360

Trainer: TOT, FADA/DIP, JTI, TPP

Flores, Arturo A.
4600 East Bedillion
Los Angeles, California 90032

Trainer: BMS

Fluhrer, Patricia
2635 Birch Avenue
Stockton, California 95207

Trainer: WIT II

Hubbard, Ann C.
P.O. Box 1805
Porterville, California 93258

Trainer: BMS

Jackson, Don
2229 Fairfield, #3
Eureka, California 95501

Trainer: CT:STCS

Johnstone, Ken
3300 53rd Street
Sacramento, California 95820

Instructor: CT:STCS

Kim, Jane
2644 Kelton Avenue
Los Angeles, California 90064

Trainer: TOT, WIT, CT:STCS

Kreit, Lynne R.
3874 Arrowhead Drive
El Dorado Hills, California 95630

Trainer: CT:STCS, FADA/DIP

LeBron, Alice M.
P.O. Box 312
Wheatland, California 95692

Trainer: WIT II

Leeds, Michael
11641 Huston Street
North Hollywood, California 91601

Trainer: AITP

Murray, Virginia
11036 Autumn Wind
Rancho Cordova, California 95670

Instructor: CT:STCS

Ogawa, Cynthia
15928 South Halldale, #C
Gardena, California 90247

Trainer: TOT

Podrasky, Louis
2200 Moorpark, Building H-11
San Jose, California 95129

Instructor: CS

Poole, Roy
4255 East Linsley Street
Compton, California 90221

Trainer: TOT

Romero, Clarence
149 Calle Constancia
Redlands, California 92373

Instructor: CT:STCS

Rosenbaum, Marc
2736 California Street
Eureka, California 95501

Recertified trainer: AITP, A:IS, BMS, CBPS, CT:STCS, FADA/DIP, FOPE, JTI, P:ACFLPS, TOT, VRTS, WIT

Scott, Nancy Ann
426 Park Boulevard
Ukiah, California 95432

Instructor: CT:STCS

Taylor, Shirlee
Star Route 36
Myers Flat, California 95554

Trainer: TOT, CT:STCS, A:IS

Terry, Robert L.
7813 Camrose Way
Sacramento, California 95828

Instructor: CT:STCS

Vallo, David M.
7004 Burnham Drive
Citrus Heights, California 95610

Instructor: CT:STCS

COLORADO

Eicher, Kenneth M.
7443 Saulsbury
Arvada, Colorado 80003

Recertified instructor: CT:STCS

CONNECTICUT

Colon, William
717 Noble Avenue
Bridgeport, Connecticut 06608

Instructor: AITP

Hilton, Raymond L.
151 Sackett Point Road
North Haven, Connecticut 06473

Recertified instructor: VRTS

Johnson, Rosetta A.
P.O. Box 8141
New Haven, Connecticut 06530

Trainer: CBPS

Jones, Emma
286 James Street
New Haven, Connecticut 06513

Instructor: CS

Jones, James E.
286 James Street
New Haven, Connecticut 06513

Recertified instructor: BMS, PPM

Mendes, Manual
647 New Hall Street
New Haven, Connecticut 06511

Recertified trainer: AITP, AIS, BMS, CAPS, CT:STCS, FADA/DIP, JTI, TOT, WIT, CS

Osborne, Frederic
396 Norton Parkway
New Haven, Connecticut 06511

Recertified trainer: TOT, AITP, AIS, BM, BMS, CT:STCS, TPP, FOPE, VRTS, PWWS

Robertshaw, Janice
1447 Chapel Street
New Haven, Connecticut 06511

Recertified trainer: AITP, CT:STCS, FADA/DIP, P:ACFLPS, TOT, WIT I, WIT II, CS

DELAWARE

DiDomenicis, Fran
152 Fairway Road
Newark, Delaware 19711

Trainer: DIP, AITP, SB, GFTP, CT:STCS

DISTRICT OF COLUMBIA

Burton, Rudolph
1901 S Street, S.E.
Washington, D.C. 20000

Recertified trainer: AITP, TOT, CT:STCS
Trainer: CS, SBO, CONF

Chavez, Herman
1939 Vermont Avenue, N.W.
Washington, D.C. 20001

Instructor: DIP, AIS

Fisher, William
3008 West Street, S.E.
Washington, D.C. 20020

Trainer: PWWS, SB

Thomas, Matt
305 7th Street, N.E.
Washington, D.C. 20002

Instructor: AITP

FLORIDA

Babich, Cynthia Ann
406 Glenwood Avenue
Satellite Beach, Florida 32937

Trainer: AIS

Barr, Thomas
5840 S.W. 57 Avenue, #233
Miami, Florida 33143

Trainer: TOT, AITP, CS, CT:STCS

Davis, James R., Jr.
P.O. Box 331
Belleview, Florida 32620

Recertified instructor: AIS

Dube, James
P.O. Box 624
Miami, Florida 33133

Trainer: TOT, DIP, AITP

Fontaine, Mark P.
2040 Wahalaw Nene
Tallahassee, Florida 32301

Trainer: BMS, TOT, CS, JTI, CONF

Harle, Michael
969 Bayberry Lane
Rockledge, Florida 32955

Instructor: AIS

Johnson, Rosetta A.
P.O. Box 952
Tallahassee, Florida 32302

Recertified trainer: GFTP, AITP, TOT
Trainer: WIT II

Moore, Nancy S.
6 Fern Street
St. Augustine, Florida 32084

Instructor: GFTP

Runnion, Scott R
4531 Grassey Cay Lane
Jacksonville, Florida 32224

Trainer: TOT

Sleeper, James R.
P.O. Box 876
Sarasota, Florida 33578

Trainer: TOT

Smith, Karen A.
7531 S.W. 64 Court
Miami, Florida 33143

Instructor: GFTP

Stone, Shirley
3670 Stirling Road
Fort Lauderdale, Florida 33312

Trainer: TOT, GFTP, EDDAT, SB, BMS, WIT II,
AITP, CT:STCS, FADA/DIP

Wakefield, Michael
2510 S.W. 27 Lane
Miami, Florida 33133

Trainer: DIP, AITP, WIT II, SB, TOT, GFTP

GEORGIA

Abdul-Ghani, Isa
c/o A.L. Nellum and Associates
401 West Peachtree Street, N.E.
Suite 1500
Atlanta, Georgia 30308

Trainer: PWWS, PPM
Recertified trainer: TOT, WIT I, WIT II,
VRTS, GF, FADA/DIP, ADIS

Balcerak, Mary
P.O. Box 116
Greenville, Georgia 30222

Trainer: TOT

Breese, Donald
1261 Cross Keys Drive, N.E., #1
Atlanta, Georgia 30319

Recertified trainer: CT:STCS

Brennan, Anne
53 Sheridan Drive
Atlanta, Georgia 30305

Trainer: TOT

Brown, Mary O.
1110 Veltre Circle, S.W.
Atlanta, Georgia 30311

Recertified instructor: CBPS

Cedeno, Ruben
1771 Avon
Atlanta, Georgia 30311

Trainer: TOT, AIS, CT:STCS

Coggins, Patrick C.
1630 Chapel
Atlanta, Georgia 30311

Trainer: JTI, BM, BMS, DIP, CONF
Recertified trainer: TPP

Daniel, Jean W.
333 Peachtree Hill Avenue
Apartment D-6
Atlanta, Georgia 30305

Recertified trainer: AITP, A:IS, BMS, BSAC CAPS, CBPS, CT:STCS, FADA/DIP, JTI, TOT, WIT I, WIT II

Jackson, Muriel
3-E Bouldercrest Lane
Atlanta, Georgia 30316

Instructor: SBO
Trainer: PWWS

James, Bernard A.
1867 Myrtle Drive, S.W. #15
Atlanta, Georgia 30311

Recertified trainer: CS, TOT, TPP, BMS
Trainer: SB

Klein, Robert R.
1139 Springdale Road, N.E.
Atlanta, Georgia 30306

Recertified trainer: AITP, CT:STCS, WIT
Trainer: FOPE, TOT, CAPS

Lasalata, Francis A.
8996 Dorsey Road
Riverdale, Georgia 30274

Recertified trainer: JTI, AITP, VRTS

Lasalata, Tony
8996 Dorsey Road
Riverdale, Georgia 30274

Trainer: CONF

Marmo, Frank R.
2183 Graystone Parkway
Grayson, Georgia 30221

Recertified trainer: AITP, A:IS, BMS, CBPS, CT:STCS, FADA/DIP, JTI, TOT, VRTS, WIT I, CS, WIT II, GFTP, BSAC

Sanders, Lois V.
4001 Lakemont Drive
College Park, Georgia 30337

Recertified trainer: CS
Trainer: BMS

HAWAII

Alailima, Fay
5609 Pia Street
Honolulu, Hawaii 96821

Recertified trainer: CT:STCS, AITP
Trainer: TOT, GFTP

Alana, Catherine M.
1479-B North King Street
Honolulu, Hawaii 96817

Instructor: AITP, A:IS

Dobson, Mary Jane
95-028 Kahoea Street
Mililani, Hawaii 96789

Trainer: TOT

Ferris, Newton R.
4104 Round Top Drive
Honolulu, Hawaii 96822

Instructor: GFTP

Gamble, Alan
1504 B. Pukele Avenue
Honolulu, Hawaii 96816

Trainer: TOT

Glass, Thomas A.
2443 Pacific Heights Road
Honolulu, Hawaii 96813

Recertified trainer: AITP, CT:STCS, FADA/DIP, TOT

Green, Irvin, Jr.
4619 Manulele
Lihue, Kauai, Hawaii 96766

Recertified instructor: AITP, FADA/DIP

Hilty, Dennis R.
1950 Judd Hillside
Honolulu, Hawaii 96822

Instructor: A:IS

Kahikina, Michael P.
85-560 Waianae Valley Road
Waianae, Hawaii 96792

Instructor: CT:STCS

Ling, Karel
552 Kalolina Street
Kailua, Hawaii 96734

Instructor: AITP, GFTP

Ling, Kenneth
552 Kalolina Street
Kailua, Hawaii 96734

Trainer: BMS, GFTP, TOT

Los Banos, Allan
1764A Silva Street
Honolulu, Hawaii 96819

Recertified instructor: FADA/DIP

Moore, Michael
3004 Libert Street
Honolulu, Hawaii 96816

Trainer: AITP, CT:STCS, FADA/DIP, WIT II,
TOT, GFTP, CS

Oelrich, Margaret
469 Ena Road, #712
Honlulu, Hawaii 96815

Trainer: TOT, VRTS

Pilago, Angel
85-134 Plantation
Waianae, Hawaii 96792

Instructor: CT:STCS

Schank, Marilyn
3930 Old Pali Road
Honolulu, Hawaii 96817

Recertified trainer: WIT I, WIT II, CT:STCS,
FADA/DIP, AITP, TOT, SB

Shimabukuro, Gary
47-444 Ahuimanu Road
Kaneohe, Hawaii

Recertified instructor: AITP

Silver, Lynne
581 Kamoku Street
Honolulu, Hawaii 96826

Instructor: GFTP, CT:STCS, A:IS

Tydingco, Phillip J.
4844 Kilauea Avenue, #1
Honolulu, Hawaii 96816

Instructor: AITP

Vaughn, Clarence R.
Tongg Ranch, #4
Ewa, Hawaii 96706

Instructor: AITP

Williams, Lawrence
98-988 Kahapili
Aiea, Hawaii 96701

Recertified trainer: CT:STCS
Trainer: SB

IDAHO

Davis, Larry Ray
1113 F Street
Lewistown, Idaho 83501

Trainer: GFTP

Eagle, Shirley
P.O. Box 1759
Orofino, Idaho 83544

Certified trainer: CT:STCS
Trainer: TOT

Estrel, Martin J.
1410 North 11th Street
Boise, Idaho 83702

Trainer: CS, GFTP, JTI

Reed, David L.
1415 3rd Street, S.E.
Nampa, Idaho 83651

Trainer: FADA/DIP, TOT, CT:STCS, SB

Roberts, Joann S.
P.O. Box 5
Burley, Idaho 83318

Recertified instructor: AITP

Rundell, Mary Ellen
Route #3, Box 113A
Cottonwood, Idaho 83522

Trainer: AITP, TOT

Taylor, Jerry
332 North 7th
Pocatello, Idaho 83201

Trainer: JTI, TOT, GFTP, CT:STCS

ILLINOIS

Bozeman, Karen L.
121 Elmwood Avenue
Evanston, Illinois 60204

Recertified trainer: WIT II, FADA/DIP, CAPS,
VRTS, CS
Trainer: AITP, A:IS, BMS, CBPS, CT:STCS,
GFTP, JTI, PPM, PWWS, SYC, SBO, TOT

Butler, Ernest W.
403 South Kenilworth
Oak Park, Illinois 60302

Trainer: AITP, TOT, GFTP

Davis, Clordean
6000 South Honore
Chicago, Illinois 60636

Trainer: WIT II, TOT, GFTP, AITP

Davis, Topper
226 South 6th, Apt. 307
Springfield, Illinois 62701

Instructor: CT:STCS

Norris, Maxine B.
10741 South Calumet
Chicago, Illinois 60628

Trainer: TOT, FADA/DIP, VRTS, WIT II

Oldenbrook, Kurt
185 Wabash, Suite 300
Chicago, Illinois 60601

Instructor: WIT II

Rosenfield, Joseph
86 Congdon Avenue
Elgin, Illinois 60120

Instructor: WIT II

Vaughn, Charles S.
546 West Cornelia, #2E
Chicago, Illinois 60657

Trainer: TOT, SB, WIT II

Wisdom, Leroy
4700 South Lake Park
Chicago, Illinois 60615

Trainer: TOT

INDIANA

Ferry, Michael R.
4625 Hinesley, B-12
Indianapolis, Indiana 46208

Recertified trainer: AITP, BSAC, BMS, WIT II

Salisbury, DeRoss, Jr.
8253 Harcourt Road, 121B
Indianapolis, Indiana 46260

Recertified trainer: AITP, BSC, CT:STCS, TOT,
CS, GFTP, SB, A:IS, WIT II

Simpson, Addison
3611 Bancroft Street
Indianapolis, Indiana 46218

Recertified trainer: AITP, BSAC, CT:STCS,
TOT, FADA/DIP

KANSAS

Buehler, Richard L.
710 Fairlawn
Topeka, Kansas 66606

Trainer: TOT

Evans, Beverly C.
801 College
Topeka, Kansas 66606

Recertified trainer: A:IS, CAPS, CBPS,
P:ACFLPS, SYC, TOT, CT:STCS, DIP, WIT I,
WIT II, GFTP

Gerner, Francis J.
2618 West 30th Street
Topeka, Kansas 66611

Trainer: BMS

Irwin, David
Route #1, Box 46
Osawatomie, Kansas 66064

Recertified instructor: CT:STCS

Longshore, C. Frederick
1131 Main
Osawatomie, Kansas 66064

Instructor: BMS

McDonnell, William A.
307 North 3rd
Atchison, Kansas 66002

Recertified instructor: CT:STCS

Pepper, Robert
321 North 3rd Street
Atchison, Kansas 66002

Instructor: FADA/DIP

Ray, Darrell W.
Youth Center at Atchison
Atchison, Kansas 66002

Instructor: FADA/DIP

Sabur, Shakura A.
7138 Lafayette Avenue
Kansas City, Kansas 66109

Recertified trainer: P:ACFLPS, TOT, VRTS,
CBPS, JTI, WIT, A:IS, FADA/DIP, BMS

Shofstall, Sharon
5734 Lamar
Mission, Kansas 66202

Recertified trainer: TOT, A:IS, WIT I, AITP,
CBPS, CT:STCS

Smith, L.C.
7840 Everett, #8
Kansas City, Kansas 66112

Recertified trainer: BMS, AITP, FADA/DIP,
PPM, CS, JTI, PWWS
Trainer: TOT

Teel, Julie
3518 North Rochester Road
Topeka, Kansas 66617

Instructor: BMS, CT

Teel, Robert
3518 North Rochester Road
Topeka, Kansas 66617

Instructor: BMS

Wilhoite, Hazel
405 West Shawnee
Paola, Kansas 66071

Instructor: CT:STCS

KENTUCKY

Blue, Donald
Route 2
Georgetown, Kentucky 40324

Trainer: SB, AITP, WIT II
Recertified trainer: TOT, CT

Clubb, Paul W.
809 Clark Station Road
Fisherville, Kentucky 40023

Instructor: CT:STCS

Dearmond, Susan
9404 Garden Drive
Jeffersontown, Kentucky 40299

Instructor: CT:STCS, CS

Davis, Jerold L.
118 Skyview Drive
Frankfort, Kentucky 40601

Recertified trainer: BMS, TOT, DIP, A:IS

Della Volpe, Paul
172 North Keats Avenue, #1
Louisville, Kentucky 40206

Recertified trainer: AITP, CT:STCS, TOT,
FADA/DIP
Trainer: WIT II, SB, A:IS

Dodson, Larry E.
7007 Linton Court
Louisville, Kentucky 40258

Instructor: FADA/DIP

Ford, Rebecca Thomas
808 Dana Marie Drive
Louisville, Kentucky 40223

Recertified trainer: TOT

Fuller, Martha A.
216 South 5th Street
Louisville, Kentucky 40202

Trainer: AITP, TOT, CT:STCS, CS

Hawkins, Opal
1900 Bashford Manor
Louisville, Kentucky 40218

Instructor: A:IS

Hendricks, Allie
301 Henry Clay Boulevard
Lexington, Kentucky 40502

Instructor: WIT II

Hobbs, Leo D.
600 Sherburn Lane
Louisville, Kentucky 40207

Instructor: FADA/DIP

Miller, Merry
1332 western Court
Owensboro, Kentucky 42301

Recertified trainer: FADA/DIP, WIT II

Miller, Richard
670 Barbee Way
Louisville, Kentucky 40217

Trainer: BMS, TOT, DIP

Schamel, Monica
2161 Sherwood Avenue
Louisville, Kentucky 40205

Instructor: CT:STCS

Shryock, Marsha
6805 Holly Lake Drive
Louisville, Kentucky 40291

Instructor: FADA/DIP

Strader, Ted N.
2460 Grinstead Drive
Louisville, Kentucky 40204

Trainer: FADA/DIP

Taylor, Thurston
18 South Front Avenue
Prestonsburg, Kentucky 41653

Recertified instructor: CT:STCS

Taylor, Van Russell
P.O. Box 278
Morehead, Kentucky 40351

Trainer: TOT

Vaughan, Mary Ann
3607-13 Brownsboro Road
Louisville, Kentucky 40207

Instructor: A:IS

Wilhelm, Jan
239 Momosa Avenue
Somerset, Kentucky 42501

Instructor: CT:STCS

LOUISIANA

Ben, Joyce W.
308 Dewey Street
Lafayette, Louisiana 70501

Recertified trainer: AITP, TOT

Carter, Oscar E., III
10201 Deerfield Drive
New Orleans, Louisiana 70117

Recertified instructor: AITP

Crosby, Clyde S.
400 Preston Boulevard
Bossier City, Louisiana 71111

Recertified trainer: CBPS, BMS, A:IS, AITP

Hernandez, Lloyd D.
510 St. Landry Street
Lafayete, Louisiana 70501

Recertified instructor: BMS

Womack, Michael A.
Route 2, Box 173
Greenwood, Louisiana 71033

Recertified trainer: AITP, TOT

MAINE

McWalters, Thomas
R.F.D. #1, Box 470
Thorndike, Maine 04986

Instructor: DIP

Rich, Barbara
21 Dow Street
Portland, Maine 04102

Instructor: FADA/DIP

White, Donald
R.F.D. #1
Troy, Maine 04987

Instructor: DIP

MARYLAND

Crute, Denise G.
8316 Carey Lane, #113
Silver Spring, Maryland 20910

Recertified trainer: AITP, CBPS, BMS, PPM, WIT, FOPE

Faegre, Christopher
7107 Braeburn Place
Bethesda, Maryland 20817

Recertified trainer: JTI, FOPE

Homesley, Dennis
11412 Hermitt Street
Clinton, Maryland 20735

Instructor: PWWS

Jontry, Richard
P.O. Box 303
North East, Maryland 21901

Recertified trainer: AITP, CT:STCS, FADA/DIP, TOT, WIT, CS

Loan, Ceola
7910 Takoma Avenue
Silver Spring, Maryland 20910

Instructor: DIP

Ray, Tanya
5010 37th Avenue
Hyattsville, Maryland 20782

Instructor: AITP

Williams, Emilio M.
7714 Frederick Road
Hyattsville, Maryland 20784

Trainer: TOT

Wynne, Dennis A.
201 West Preston
Baltimore, Maryland 21201

Recertified trainer: GF, TOT, SYC, AITP, CT:STCS, A:IS, COMP, WIT II, SB

MASSACHUSETTS

Kim, Leslie
62 Atherton Road
Brookline, Massachusetts 02146

Trainer: TOT, WIT II, CS

Pingalore, Mary Ann
26 Kilby Street
Woburn, Massachusetts 01801

Recertified instructor: AITP

Tillotson, Myles
459 Sconticut Neck Road
Fairhaven, Massachusetts 02719

Instructor: JTI

MICHIGAN

Golomb, Guy G.
55345 Day Road
Marcellus, Michigan 49067

Recertified instructor: A:IS

Gregus, Beverly J.J.
8166 Greenfield Shores
Scotts, Michigan 49088

Recertified trainer: A:IS
Trainer: WIT II, TOT

Pete, Hazel
Box 114
Watersmeet, Michigan 49969

Trainer: PPM

Rencontre, James
Route 2, Box 1
L'Anse, Michigan 49946

Trainer: SYC, TOT

MISSISSIPPI

Adcock, Joseph B.
Route 5, Box 203
Jackson, Mississippi 39212

Trainer: TOT

Bowman, Wesley R.
140 Catalpa
Clarksdale, Mississippi 38614

Instructor: FADA/DIP

Graham, Margaret A.
5155 Keele Street, #10B
Jackson, Mississippi 39206

Recertified trainer: TOT
Trainer: CBPS, DIP

Livingston, William V.
1005 Tanglewood Drive
Clinton, Mississippi 39056

Recertified trainer: TOT

Serpente, Charles
228 21st Street
McComb, Mississippi 39648

Recertified trainer: TOT

Washington, Earlie M.
5600 Keele Street
Apt. #2808
Jackson, Mississippi 39206

Instructor: CBPS

MISSOURI

Eveloff, Sandra
3558 Pennsylvania
Kansas City, Missouri 64111

Trainer: SB, A:IS, BMS, TOT, WIT II

Ford, Lee-Allen
127A Brookdale Drive
Jefferson City, Missouri 65101

Recertified trainer: AITP, BMS, CT:STCS, TOT, VRTS, WIT

Hide, Martha K.
105 Douglas Drive
Kansas City, Missouri 65101

Instructor: BMS

Larson, J.F.
4417C Hon Drive
Riverside, Missouri

Trainer: CS

Mazzie, Fred S.
401 West 61st Terrace
Kansas City, Missouri 64113

Trainer: TOT, DIP, SB

Shaffer, T.C.
c/o Southwest Regional Support Center
3527 Broadway, Suite 201
Kansas City, Missouri 64111

Trainer: PWWS, DIP, BMS

Smith, Randall C.
Route 4
Columbia, Missouri 65201

Instructor: DIP

MONTANA

Duncan, Dennis
Box 311
Big Fork, Montana 59911

Recertified trainer: A:IS, BMS, CBPS, CT:STCS, FADA/DIP

Sene, Barbara D.
c/o MHC
225 South Idaho Street
Butte, Montana 59701

Instructor: GFTP

Whitegrass, Tia
P.O. Box 31
Browning, Montana 59417

Trainer: CT:STCS, TOT, WIT II

NEBRASKA

Devlin, Eleanor
4862 Harney Street
Omaha, Nebraska 68132

Recertified trainer: TOT

Ellis, Dan C.
4600 Briarpark Drive, #307
Lincoln, Nebraska 68516

Instructor: BMS

Williams, Mary Jo
3625 L Street
Lincoln, Nebraska 68510

Instructor: BMS

NEVADA

Delorme, Norman
71 Reservation Road
Reno, Nevada 89502

Trainer: TOT

Kosinski, Judi
819 Glen Valley Drive
Sparks, Nevada 89431

Recertified trainer: CT:STCS

Regis, Dede
P.O. Box 7440
Reno, Nevada 89502

Instructor: WIT II

Shadley, Meri L.
2085 Gridley Avenue
Reno, Nevada 89503

Recertified trainer: CT:STCS, A:IS, GFTP

Summers, Robert E.
14205 Rim Rock
Reno, Nevada 89511

Trainer: WIT II

Wollitz, William L.
2085 Gribley
Reno, Nevada 89503

Recertified instructor: CT:STCS

NEW HAMPSHIRE

Accalia, Estelle
421 Cedar Street
Manchester, New Hampshire 03103

Instructor: DIP

Boudle, Vernard E.
39 Mystic Street
Manchester, New Hampshire 03103

Instructor: PWWS

Burke, James William
17 Cross Street
Merrimack, New Hampshire 03054

Instructor: FADA/DIP

Cook Mary Theresa
22 Townhouse Road
Manchester, New Hampshire 03103

Instructor: DIP, PWWS

Devlin, Denise
Main Street
Campton, New Hampshire 03223

Trainer: WIT II, P:ACFLPS, TOT

Dube, Mary
599 Union Street
Manchester, New Hampshire 03104

Trainer: CT:STCS, FADA/DIP

Harpool, David M.
5 Carriage Hill Road
Epsom, New Hampshire 03234

Trainer: TOT

Hooker, Charles J., III
R.F.D. #3
Littleton, New Hampshire 03561

Instructor: CT:STCS

Levesque, Diane Y.
379 State Street
Portsmouth, New Hampshire 03801

Trainer: PWWS, CBPS

LeViner, Page C.
13 Summit Street
Concord, New Hampshire 03301

Instructor: AITP

Lord, John W.
The Oaks
Henniker, New Hampshire 03242

Trainer: TOT

McGonagle, William
40 Kennard Road
Manchester, New Hampshire 03104

Instructor: CT:STCS

McGrath, Margaret
18 Schurman Drive
Derry, New Hampshire 03038

Instructor: DIP

Parisi, David
114 Blueberry Lane
Apartment #26
Laconia, New Hampshire 03246

Instructor: CT:STCS

NEW JERSEY

Hantman, Barry
12 Carolina Avenue
Trenton, New Jersey 08618

Trainer: AITP, A:IS, CT:STCS, VRTS, WIT, FADA/DIP

Isaacson, Eileen
7 Riley Road
Morganville, New Jersey 07751

Trainer: BMS, WIT I, TOT, CT:STCS, CS

Lennon, Shirley Ann
P.O. Box 28-213
Wrightstown, New Jersey 08562

Instructor: CT:STCS

Rockoff, Barry
218 South Main Street
Hightstown, New Jersey 08520

Trainer: AITP, CT:STCS, FADA/DIP, FOPE, VRTS, GFTP

Schadl, Richard J.
2357 Huckleberry Road
Lakehurst, New Jersey 08733

Trainer: TOT, CS, CT:STCS, AITP, FADA/DIP

NEW MEXICO

Duren, George W.
3010 Siringo Road
Santa Fe, New Mexico 87501

Trainer: TOT

NEW YORK

Bixler, Robert E.
488 3rd Street, 1B
Brooklyn, New York 11215

Trainer: TOT
Recertified trainer: AITP

DeVaney, James B.
Falls Station
P.O. Box 1213
Niagara Falls, New York 14303

Recertified instructor: CT:STCS

Edmonds, Kirby
209½ Esty Street
Ithaca, New York 14850

Recertified trainer: AITP, BMS, CT:STCS, FADA/DIP, TOT, WIT I, WIT II, CS, A:IS, P:ACFLPS

Friedman, Harvey A.
8 Maiden Lane
Glen Head, New York 11545

Recertified trainer: AITP, BMS, BSAC, CT:STCS, JTI, TOT

Hayes, Ravinia
84 Sterling Street
Brooklyn, New York 11225

Recertified trainer: CT:STCS, GFTP, TOT
Trainer: WIT

Keeler, Edward, Jr.
601 West 160th Street, #6B
New York, New York 10032

Recertified instructor: CT:STCS

McCarley, Joan T.
76 Butler Avenue
Buffalo, New York 14208

Recertified instructor: CT:STCS

Sanchez, Jose
146 Brooklea Place
Syracuse, New York 13207

Recertified instructor: CS:STCS

Sheppard-Hayes, Veta
27-11 Butler Street
East Elmhurst, New York 11369

Recertified instructor: AITP, BMS, CT:STCS

Starr, Edward
1314 McKinley Parkway
Lackawanna, New York 14218

Instructor: CT:STCS

Steeleysmith, Deborah L.
775 Riverside Drive
New York, New York 10032

Recertified trainer: TOT, AITP, CT:STCS
Trainer: WIT II

Thomas, Kim
2307 Naigard Street
Buffalo, New York 14207

Instructor: BMS

NORTH CAROLINA

Wright, Erma J.
P.O. Box 1233
Chapel Hill, North Carolina 27514

Recertified trainer: AITP, CT:STCS, BMS, SYC, WIT

NORTH DAKOTA

Keoke, Emory
1311 University Avenue
Grand Forks, North Dakota 58201

Instructor: CT:STCS

Yellowbird, Glen
2000½ 8th Avenue, S.E.
Minot, North Dakota 58701

Trainer: CT:STCS

OHIO

Akenhead, Charlene
14143 Ravenna Avenue, N.E.
Alliance, Ohio 44601

Trainer: CT:STCS, TOT

Akenhead, James
14143 Ravenna Avenue, N.E.
Alliance, Ohio 44601

Instructor: CT:STCS

Allen, John S.
5875 Paling Road
Elida, Ohio 45807

Recertified trainer: TOT, CT:STCS
Trainer: GFTP, SB

Ashley, Larry
807 North Superior
Toledo, Ohio 43615

Instructor: GFTP

Barclay, Linda
141 James S.W.
North Canton, Ohio 44720

Trainer: CT:STCS, PWWS

Bogatko, Paul J.
16096 Twp. Road 56
Bluffton, Ohio 45817

Recertified instructor: CT:STCS

Cook, Anthony A.
75 Woodrow
Boardman, Ohio 44512

Instructor: A:IS

Cowart, Mark B.
515 South 8th Street
Cambridge, Ohio 43725

Instructor: CAPS

Crawley, Clarence R.
1555 Seven Mile Drive
Philadelphia, Ohio 44663

Recertified trainer: TOT, CT:STCS
Trainer: SB, BMS, A:IS, GFTP

Ellick, Elise M.
3653 East 154th Street
Cleveland, Ohio 44120

Trainer: TOT, CT:STCS, GFTP, AITP, SB, WIT II, PWWS, FADA/DIP, CS

Fifolt, Arthur F.
25 East 221st Street
Euclid, Ohio 44123

Recertified trainer: SB, TOT, A:IS, FADA/DIP, CT:STCS, AITP, WIT II, CS
Trainer: GFTP

Harmon, Julie F.
1347 Forsythe
Columbis, Ohio 43201

Trainer: A:IS, GFTP

Hykes, Cheryl Bruegman
15 Sharon Copley Road
Wadsworth, Ohio 44281

Trainer: TOT, GFTP, CT:STCS

Kelly, Kathryn A.
331 East Main
Barnesville, Ohio 43713

Trainer: TOT, CT:STCS, GF

Lawrence, Stanley C.
1736 Lancewood Place
Lima, Ohio 45805

Instructor: CT:STCS

Miller, Dimale
2275 North Cable Road
Lima, Ohio 45807

Recertified trainer: GFTP, CT:STCS, TOT
Trainer: SB

Nell, David
612 Maplewood Drive
Lima, Ohio 45805

Trainer: TOT, CT:STCS

Nichols, Sandra
9900 Pebble Beach Cove
Aurora, Ohio 44202

Instructor: CT:STCS

Shatzer, Dan
1475 Pleasant Avenue
Hamilton, Ohio 45015

Recertified instructor: A:IS

Sherrier, Thomas
224 South 15th Street
Coshocton, Ohio 43812

Recertified trainer: CT:STCS, SYC, GFTP

Shooter, Jean
60161 Claysville Road
Cambridge, Ohio 43725

Recertified trainer: A:IS, CT:STCS

Smith, Donald J.
Route 1
Continental, Ohio 45231

Recertified trainer: TOT, CT:STCS

Taskey, Karen J.
329 South Ninth Street
Coshocton, Ohio 43812

Instructor: GFTP

Weber, Kathleen Ann
1811 East 291st Street
Wickliffe, Ohio 44092

Trainer: TOT

OKLAHOMA

Gentry, Bill
4300 West Memorial Road
Oklahoma City, Oklahoma 73120

Trainer: CT:STCS, BSAC

Norman, Charles F.
1000 North Grand, Apt. 23
Tahlequah, Oklahoma 74464

Trainer: TOT

OREGON

Dickman, David E.
2578 Table Rock Road
Medford, Oregon 97501

Recertified instructor: AITP

Simmons, Nancy
Oregon Mental Health Division
2575 Bittern Street, N.E.
Salem, Oregon 97310

Trainer: TOT, WIT II

PENNSYLVANIA

Klein, Robert D.
1601 Church Road
Glenside, Pennsylvania 19038

Instructor: WIT, CS

Mauer, Judith
Nichols #689
3600 Chestnut Street
Philadelphia, Pennsylvania 19104

Recertified trainer: BMS, FOPE, TOT

Smith, Francis
1601 Church Road
Glenside, Pennsylvania 19038

Instructor: CS

Udin, Sala
2012 Centre Avenue
Pittsburgh, Pennsylvania 15219

Instructor: BMS, CBPS, P:ACFLPS

RHODE ISLAND

Froncillo, Richard
125 Academy Avenue
Providence, Rhode Island 02908

Instructor: AITP

SOUTH DAKOTA

Horn, Hattie
P.O. Box 778
Eagle Butte, South Dakota 57625

Trainer: TOT

Lund, Charlene
103 South Poplar
Pierre, South Dakota 57501

Recertified trainer: A:IS, BMS, BSAC, CBPS, CT:STCS, TOT, GFTP

TENNESSEE

Barbara, John J.
1904 Dutch Village Road
Knoxville, Tennessee 37918

Trainer: TOT, FADA/DIP

Davis, Margo
1201 Boynton Drive, #316
Chattanooga, Tennessee 37402

Recertified instructor: AITP
Trainer: AIS, CT:STCS, DIP, AITP

Eisenstadt, Barbara L.
202 North Mendenhall
Memphis, Tennessee 38117

Trainer: SBO, CAPS, AIS
Recertified trainer: TOT, CT:STCS, WIT, WIT II, CS, AITP

Hough, Leslie E.
4601 Creras Street
Chattanooga, Tennessee 37415

Instructor: CT:STCS

Mickulick, Walter
510 Fortwood Place
Chattanooga, Tennessee 37405

Recertified trainer: CT:STCS, TOT

Rowe, Prentice D.
1641 Berkley Circle
Chattanooga, Tennessee 37405

Instructor: CT:STCS

Skidmore, Steve E.
Route 6, Box 488A
Bristol, Tennessee 37620

Trainer: TOT, DIP

Stephens, Tedd A.
Route 17, Box 3
White's MHP
Kingsport, Tennessee 37664

Trainer: DIP, TOT

Williamson, Raymond C.
125 Walnut Street
Jackson, Tennessee 38301

Recertified trainer: TOT, AITP, CT:STCS, FADA/DIP
Trainer: AIS

TEXAS

Cole, Theron
4503 40th
Lubbock, Texas 79414

Instructor: CS

Friedman, Marcia
3727 La Joya
Dallas, Texas 75220

Instructor: WIT II

Glick, Michael
1446 San Saba
Dallas, Texas 75218

Trainer: GFTP, CS

Kelley, Mike
3302 26th
Lubbock, Texas 79410

Recertified instructor: AITP

Massey, Ronald
P.O. Box 2490
Galveston, Texas 77553

Instructor: BMS

Maxwell, Mary Gay
119 Laurel Lane
Austin, Texas 78705

Recertified trainer: AITP, CS, GFTP, TOT, BSAC
Trainer: WIT II

Ramirez, Daniel
1911 Gano
Houston, Texas 77009

Trainer: TOT, WIT II

UTAH

Sierra, Ramona
1190 Harvard
Salt Lake City, Utah 84105

Instructor: VRTS, WIT II

Stoneroad, J. Charles
538 South 200 West
Salt Lake City, Utah 89101

Trainer: TOT

Wolfblack, Leeta
538 South 200 West
Salt Lake City, Utah 84101

Trainer: TOT

VIRGINIA

Almond, Harry L.
3305 West Grace Street
Richmond, Virginia 23221

Trainer: CBPS, TOT, CT:STCS, WIT II, GFTP AITP, FADA/DIP, PPM

Ball, Cynthia Kaye
409 North Oceana Boulevard
Virginia Beach, Virginia 23454

Instructor: FADA/DIP

Brewster, Albert L.
3615 Radford Street
Norfolk, Virginia 23513

Instructor: CT:STCS

Broughton, Carol L.
822 West 28 Street
Richmond, Virginia 23225

Instructor: CS

Burgin, Mindy
16 South Boulevard, #6
Richmond, Virginia 23220

Instructor: SB

Burns, Jeffrey Lee
4900 Powhatan Avenue
Norfolk, Virignis 23508

Trainer: CT:STCS, FADA/DIP

Chapman, Charlotte, M.
216 North Cleveland Street
Richmond, Virginia 23221

Instructor: WIT II

Cluverius, Ellen B.
Route 2, Box 40-A
Ferrum, Virginia 24088

Trainer: TOT

Dawson, Wayne
P.O. Box 124
Pinch, Virginia 25156

Trainer: TOT, A:IS

Duckworth, Jerry L.
4732 Arundel Avenue
Richmond, Virginia 23234

Recertified trainer: P:ACFLPS, CBPS
Trainer: PWWS

Edge, Robert W.
932 West Franklin
Richmond, Virginia 23220

Trainer: TOT

Esnard, Dorothy
10,000 Silverleaf Terrace
Richmond, Virginia 23236

Recertified trainer: AITP, CT:STCS, TOT
Trainer: CS

Esnard, Michael J.
3006 Kensington
Richmond, Virginia 23221

Recertified trainer: AITP, CT:STCS, TOT, GFTP
Trainer: CS, SB

Fitts, Sandra
6129 Leesburg Pike
Falls Church, Virginia 22041

Trainer: TOT

Fletcher, Cynthia C.
9700 River Road
Newport News, Virginia 23601

Recertified trainer: TOT
Trainer: BMS, GFTP, CONF

Gillispie, Beth J.
1605 Confederate Avenue
Richmond, Virginia 23227

Recertified trainer: AITP, TOT, FADA/DIP, A:IS, WIT II, BMS, CT:STCS, FOPE, EDDAT

Hall, William L.
1412 Southampton Court
Harrisonburg, Virginia 22801

Instructor: DIP

Howard, Kenneth
P.O. Box 1797
Richmond, Virginia 23214

Recertified trainer: TOT, CT:STCS
Trainer: FADA/DIP, CBPS, SB

Johnson, Donald
3916 West Stratford Road
Virginia Beach, Virginia 23455

Trainer: GFTP, TOT

Lawton, Marcia
812 West Franklin Street
Richmond, Virginia

Instructor: DIP

Lindsey, Ann Griffith
511 Prince Anne Street
Fredericksburg, Virginia 22401

Trainer: CT:STCS, AIS

Lipsner, Robert
P.O. Box 2215
Waynesboro, Virginia 22980

Recertified instructor: JTI

Lobo, Domingos
2420 Fort Walter Reed Drive
Arlington, Virginia 22206

Trainer: DIP, PWWS, TOT, SB, ADIS

Macintosh, Carol S.
2729 Geneva Drive
Richmond, Virgnia 23224

Instructor: DIP

McCommon, Elizabeth
207 Washington Street
Raft, Inc.
Blacksburg, Virginia 24060

Instructor: FADA/DIP

Merillat, Franklin
207 Washington Street
Blacksburg, Virginia 24060

Trainer: TOT

Miller, Lillian A.
2216 Springwood Drive
Reston, Virginia 22090

Trainer: BMS, CBPS, TOT, P:ACFLPS

Moneymaker, Jon S.
416 Buxby Court
Norfolk, Virginia 23505

Trainer: AIS

Montgomery, Jon
10601 March Hare Drive
Richmond, Virginia 23235

Instructor: DIP

Mullin, M. Teresa
2430 Pineway Drive
Richmond, Virginia 23225

Instructor: DIP

Olsen, Ruth E.
100 Wilderness Lane
Fredericksburg, Virginia 22401

Recertified trainer: CT:STCS
Trainer: TOT

Patterson, Frank S.
6513 Clisby Road
Richmond, Virginia 23225

Recertified trainer: JTI

Saunders, Cynthia
8531 Rockaway Road
Richmond, Virginia

Instructor: DIP

Shumway, Grant
P.O. Box 1797
Richmond, Virginia 23274

Recertified trainer: CBPS, PPM, TOT
Trainer: PWWS

Staley, Susan
1806 Maiden Lane, S.W.
Roanoke, Virginia 24015

Instructor: WIT II

Stoltz, Carole
510 Hosier Street
Newport News, Virginia 23601

Instructor: WIT II

Swanberg, George L.
127 Fairway Drive
Danville, Virginia 24541

Instructor: CONF

Terrell, R. Steven
1336 Seaboard Avenue
Chesapeake, Virginia 23324

Trainer: FADA/DIP, TOT

Terry, Kimberly Ayn
2454 Three Willows Court
Richmond, Virginia 23229

Instructor: FADA/DIP

Weinstein, Nedra
1708 West Labutnum Avenue
Richmond, Virginia

Trainer: BMS, GFTP

WASHINGTON

Blauvelt, Chuck
10441 138 Street, S.E.
Rainier, Washington 98576

Trainer: TOT

George, Skip
P.O. Box 128
LaPush, Washington 98350

Instructor: TOT

Glynn, William C.
WRSC, 15215 52 Avenue, South
Seattle, Washington 98118

Recertified trainer: AITP, BMS, FOPE, GFTP,
TOT, TPP, WIT

Harris, L. Kay
1031 West 14th
Port Angeles, Washington 98362

Instructor: CT:STCS

Messner, Roger
4252 Winslow Place, North
Seattle, Washington 98103

Recertified trainer: GFTP, FOPE, TOT,
CT:STCS, WIT, AITP, A:IS, BMS, FADA/DIP,
CS, WIT II, SB
Trainer: JTI, PPM

Paul, Patrick
1408 East Spring Street
Seattle, Washington 98122

Trainer: SB, WIT

Phillips, Norbert
2545 14th Avenue, South, #811
Seattle, Washington 98144

Recertified trainer: AITP, CT:STCS, FADA/DIP, JTI, VRTS, TOT
Trainer: A:IS, BSAC, GFTP, WIT I, WIT II, SB

WEST VIRGINIA

Dowler, Blaine P.
804 Litz Drive
Charleston, West Virginia 25311

Trainer: TOT

Metheny, Thomas
Route 7, Box 207
Morgantown, West Virginia 26505

Trainer: TOT

WISCONSIN

Deneka, Brian
2715 West Boulevard
Racine, Wisconsin 53403

Instructor: AITP, CT:STCS

Jenkins, Lowell
1152 East Johnson
Madison, Wisconsin 53703

Recertified trainer: AITP, FADA/DIP, TOT
Trainer: CT:STCS

Klauber, Harvey
834 Ohawa Trail
Madison, Wisconsin 53711

Trainer: TOT, CT:STCS, FADA/DIP, TPP, BMS, WIT, AITP, JTI

Laude, David L.
2111 5th Street, South
Wisconsin Rapids, Wisconsin 54494

Instructor: JTI

Maddox, Annette
Pathway Clinic
235 South Johnson Street
P.O. Box 364
Hartford, Wisconsin 53027

Instructor: JTI

Miller, Gregg
820 Bruce
Sun Prairie, Wisconsin 53590

Instructor: AITP

Mills, Gerald L.
545 East Lincoln
Wampun, Wisconsin 53963

Instructor: JTI

Molitor, Judi Jones
2410 North Meade Street
Appleton, Wisconsin 54911

Trainer: AITP, FADA/DIP, A:IS, GF, CONF

Oehlke, Lynne
2847 North 49th Street
Milwaukee, Wisconsin 53210

Instructor: CT:STCS

Riedel, Therese
1420 Buena Vista Lane
Wisconsin Rapids, Wisconsin 54494

Instructor: JTI

Soulier, Mervil J.
Box 188
Spooner, Wisconsin 54801

Trainer: TOT

Vande Venter, Susanne T.
Box 113
Lac Du Flambeau, Wisconsin 54538

Trainer: TOT

Walters, Donald A.
1540 Blaine Avenue
Racine, Wisconsin 53405

Instructor: CT:STCS

Whitmore, Mary Jane
6917 5th Avenue
Kenosha, Wisconsin 53140

Recertified trainer: AITP, FADA/DIP
Trainer: CT:STCS, CONF, A:IS, GFTP, JTI

WYOMING

Chesteen, Hilliard
2910 Chippewa
Casper, Wyoming 82001

Recertified trainer: CT:STCS, AITP

Chesteen, Sue Brooks
2910 Chippewa
Casper, Wyoming 82001

Recertified instructor: AITP, CT:STCS

Davin, Richard
3438 Yucca Road
Cheyenne, Wyoming 82001

Trainer: BMS, BSAC, CAPS, CBPS, CT:STCS, DIP, FOPE, JTI, PPM

Engavo, Joseph
c/o Sho-Rap Rehabilitation Center
P.O. Box 568
Ft. Washakie, Wyoming 82514

Instructor: CT:STCS

France, Barbara
Box 1472
Cody, Wyoming 82414

Recertified instructor: WIT I

Hardy, Bill
Box 583
Lander, Wyoming 82520

Recertified instructor: CT:STCS

Twitchell, Gary
1103 West Leisher
Cheyenne, Wyoming 82001

Recertified trainer: BMS, AITP, CT:STCS

Williamson, Ozzie
34 East 14th
Sheridan, Wyoming 82801

Trainer: TOT

GUAM

Blas, Jeanette S.
P.O. Box 7383
Agat, Guam 96910-0383

Instructor: AITP

Cruz, Ernestina
P.O. Box 21805 GMF
Guam, Mariana Islands

Instructor: CT:STCS

Iaminelli, Phyllis
P.O. Box 6821
Tamuning, Guam 96911

Instructor: CT:STCS

Powell, Michael B.
P.O. Box 4111
Agana, Guam 96910

Trainer: CS, FADA, CT:STCS, TOT

VIRGIN ISLANDS

Frahn, Kim
P.O. Box 11012
St. Thomas, Virgin Islands 00801

Trainer: TOT, AITP, BSAC, CT:STCS, GF

Gittens, Debra B.
P.O. Box 3922
Christiansted, Virgin Islands 00820

Trainer: TOT

STATE COURSES

The following training courses have been developed and presented under State auspices. Responsibility for training usually rests with the Single State Agency, which should be contacted for further information on course materials, trainers, schedules, etc. In the few cases in which training is conducted by academic or other training institutions, they are identified. Table 2, on page 282, indicating types of courses available in each State, may be useful in locating resources.

ALABAMA

Single State Agency
Alcoholism and Drug Abuse Division
Department of Mental Health
502 Washington Avenue
Montgomery, Alabama 36130
(205) 834-4350

Special Populations
A course targeted toward youth, women, the elderly, and the poor.

Gay Issues for Treatment
This course provides a working basis for understanding issues and problems of gay individuals in treatment settings. (Developed by GIFT.)

Counseling From a Cultural Perspective
Course designed to provide a white population with insight and awareness for dealing with black clients. Emphasis is also placed on blacks working with blacks. (Developed by CFCP.)

Working With Rural Substance Abuse Programs
Course aimed at rural residents, particularly those living in the Southeast.

Other courses offered include: Conjoint Family Therapy, Intervention Strategies for Helping Chemically Dependent Persons, Time Management, and Family Issues.

ALASKA

Single State Agency
Department of Health and Social Services
Office of Alcoholism and Drug Abuse
Pouch H-05F
Juneau, Alaska 99811
(907) 586-6201

Introduction to Indian Alcoholism Counseling
Human Development and Substance Abuse
Introduction to Counseling Principles and Therapies
Substance Abuse Counseling in Groups
Case Development and Management
Physiological, Psychological, and Sociological Effects of Substance Abuse
Community Resources and Indian Values in Treatment
Personal Development and Recovery

ARIZONA

Single State Agency
Bureau of Community Services
Division of Behavioral Health Services
2500 East Van Buren Street
Phoenix, Arizona 85008
(602) 255-1242

Value Clarification for the Human Services Provider
Course designed to increase self-awareness in the area of personal values and how these values affect our interpersonal relationships within a therapeutic setting.

Basic Supervisory Skills
Course to identify and describe the forms, processes, and skills that constitute supervision as a work area in substance abuse treatment programs and to provide opportunities for participants to practice the supervision skills identified toward the development of greater competency in supervision as a work/task area.

The Aging and Drug Use
Course designed to enhance the knowledge and capacity of care providers in planning and implementing practices that will promote wiser and more responsible use of drugs by aging persons.

Table 2

STATE	Overview of substance abuse problems	Basic counselor skills	Advanced counselor services	Special treatment techniques	Pharmacology	Prevention	Rehabilitation	Program planning mgmt. and eval.	Clinical supervision	Cultural (ethnic specific) and multicultural	Women and other special populations	Criminal justice	Related health professions
Alabama		●		●						●	●		
Alaska	●	●	●		●					●			
Arizona	●	●	●	●				●	●		●		
Arkansas	●	●	●			●		●					
California		●	●	●		●					●		
Colorado		●	●	●					●	●			
Connecticut		●	●						●	●	●		●
Delaware		●	●	●				●				●	●
District of Columbia										●			
Florida		●		●		●							
Georgia	●	●		●				●					
Hawaii					●			●					
Idaho			●							●			●
Illinois				●	●			●			●		●
Indiana			●	●				●					
Iowa	●	●	●	●	●				●				
Kansas	●	●	●	●	●			●			●		
Kentucky				●									
Louisiana	●	●					●	●				●	
Maine													
Maryland	●	●	●	●	●	●		●	●	●			●
Massachusetts		●		●	●								
Michigan	●	●			●		●	●			●	●	
Minnesota													
Mississippi	●					●				●			●
Missouri		●		●							●		
Montana		●	●										
Nebraska			●	●				●	●				
Nevada			●	●	●			●					
New Hampshire													●
New Jersey	●	●	●	●	●	●	●	●		●	●	●	
New Mexico	●								●	●	●		●
New York	●	●	●	●			●	●	●	●	●		
North Carolina				●						●			
North Dakota													
Ohio													
Oklahoma	●					●							
Oregon	●		●		●								●
Pennsylvania		●	●	●				●					
Rhode Island	●	●	●	●	●		●				●	●	
South Carolina	●	●	●					●			●		●
South Dakota		●								●			●
Tennessee	●												
Texas		●	●					●	●	●		●	
Utah			●	●				●					●
Vermont		●				●		●					
Virginia	●	●	●	●		●	●	●			●		●
Washington													
West Virginia								●					
Wisconsin			●										
Wyoming						●							
Guam													
Puerto Rico		●	●	●		●		●					
Virgin Islands			●										

Crisis Intervention
Workshop designed to provide indepth exploration of specific crisis situations in the areas of suicide, drug abuse, alcoholism, and coping with stress.

Foundations of Family Counseling
Course designed to present basic concepts of family dynamics, particularly as they relate to enhancing or binding healthy emotional growth for family members.

Other courses are also offered in the State, including: Family Counseling Techniques, Chronic Mental Disorders: Techniques and Procedures for Treatment, Victimization, Managing Stress in the Counseling Role

University of Arizona
Addiction Studies Program
Arizona Health Sciences Center
Tucson, Arizona 85724
(602) 626-3914

The Addiction Studies Program at the University of Arizona offers a master of health science degree with a speciality in addiction studies. The program follows two tracks--community service specialist, and substance abuse research and theory. After completing core courses in psychosocial, biomedical, and pharmacological aspects of addiction, the student chooses one of the tracks for further study. In addition to the master's degree, the Addiction Studies Program provides both graduate and undergraduate instruction in the basic concepts of addiction. These courses are open to students from various disciplines who are enrolled at the University of Arizona. The person to contact is Dr. L.A. Alibrandi.

Introduction to Addictions
This course covers the psychosocial, biomedical, pharmacological, and cultural aspects of addiction. It is open to upper division and graduate students in various helping professions at the University of Arizona.

Basic Concepts in Drug Abuse and Addiction
This is a 3-credit-hour, 2-semester graduate course offered through the School of Health Related Professions. The first semester covers the psychological, sociological, cultural, and legal aspects of addiction. The second semester examines the pharmacological, biochemical, and medical aspects of abused substances and addiction. The instruction is designed for graduate students in administration, counseling, rehabilitation, developmental psychology, industrial psychology, probation, and other helping professions who expect to work in programs or settings in which substance abuse and addiction are frequently encountered.

Program Planning and Management
This course covers needs assessment; setting goals and objectives; mobilizing community support; grant writing; licensing processes; accreditation; incorporation; program evaluation; data and record management; and structure of Federal, State, and local funding agencies. The course is designed to dvelop program planning and management skills for both the public and private sectors. Graduate students interested in planning, management, and/or evaluation of addiction programs may enroll for this course.

Program Planning and Management II
This course is designed to deal with knowledge, skills, and strategies for personnel management in the field of addiction. Various management styles, philosophies, and techniques are covered, with attention given to the response of personnel and the psychological climate created by each style.

Drug Abuse and Addiction
Students will become familiar with the more commonly abused substances, including their subjective effects, the psychological dependence, physical dependence, the physiological and pharmacological symptoms of overdose, tolerance, and the problems of poisoning due to contamination of illicit drugs. This course is open to senior medical students and selected graduate students in the College of Medicine.

ARKANSAS

Single State Agency
Arkansas Office of Alcohol and
Drug Abuse Prevention
1515 West 7th Street
Little Rock, Arkansas 72202
(501) 371-2604

Introduction to Substance Abuse
This State-developed, 10-hour course focuses on four major areas: basic concepts of drug use and misuse; identification and descriptions of various drugs with substantial abuse potential; drug abuse as an individual and social problem; and programatic response to drugs. For drug treatment workers and other community members.

Community Drug Education Seminar
This 10-hour, State-developed course is geared for community members and deals with the major categories of psychoactive

substances and the ways in which people become involved with them.

Individual Counseling, Levels I and II

State-developed. These courses are designed for treatment workers and focus on attentive behaviors, attitudes, and values that are conducive to productive counseling.

Introduction to Alcohol Problems and Alcoholism

State-developed, 12-hour course offered for treatment workers and the general community. It provides a foundation in alcohol use and abuse in our society; alcohol physiology; and problem drinking and alcoholism as individual, family, and community problems. It also addresses community resources for help.

Alcoholism and Emotional Problems of Living

This 2-hour, State-developed course is intended for treatment workers and focuses attention on the specific problems and needs of the depressed client who also has an alcohol problem.

Mid-South Center on Alcohol Problems

Hendrix Hall, West Seventh Street
Hooper Drive
Little Rock, Arkansas 72205
(501) 371-2391

The Mid-South Center on Alcohol Problems offers a training program designed to provide a range of continuing education courses for persons seeking to develop new knowledge about alcoholism and substance abuse and to develop and enhance the skills necessary to provide optimal services to the individual, family, and community. The Center's annual Summer School of Alcohol Problems offers approximately 30 continuing education courses in alcohol and substance abuse. Continuing Education Units (CEUs) are awarded for completion of courses offered under the auspices of the Center. Contact Gwen Briscoe, (501) 569-3240, for course locations and other information.

South Arkansas Regional Health Center

715 North College
El Dorado, Arkansas 71730
(501) 862-7921

The alcohol and drug abuse courses are intended for persons in human services vocations and college students working toward a degree in this area. Course topics include an introduction to alcohol and drug abuse, how drugs affect human behavior, counseling, and treatment techniques or studies. Special emphasis is placed on those techniques found to be most effective with alcohol and drug abuse. For more information, contact Ronnie Stratton.

Introduction to Alcohol and Drug Abuse

This course, offered at the freshman/sophomore level, presents an overview of alcohol and drug abuse in American society.

Alcohol and Drug Abuse I

This course is offered at the junior/senior or the graduate level. It is an indepth view of alcohol and drug abuse, with an introduction to problems relative to substance abuse.

Alcohol and Drug Abuse II

Taught at the graduate level only, this course examines treatment aspects of alcohol- and drug-related problems.

University of Arkansas at Little Rock

Graduate School of Social Work (GSSW)
33rd and University Avenue
Little Rock, Arkansas 72204
(501) 569-3240

Conducts courses and inservice training in the area of alcohol and drug abuse, some as part of the regular graduate curriculum, some funded by AOADAP (Arkansas Office on Alcohol and Drug Abuse Prevention). For course locations and other information, the person to contact at the Graduate School of Social Work is John Hill.

Introduction to Drug Abuse Problems

This graduate course provides a general orientation to drug abuse problems, e.g., pharmacology, physiological and psychological effects, and the impact of drug abuse as a social problem. Twelve credit hours.

Drug and Alcohol Use in Contemporary Society

This course is designed to provide a comprehensive overview of the use of psychoactive substances in contemporary society. Physical and psychological effects of drugs, including alcohol, are discussed. Major concepts in drug-taking behavior are identified. Responsible use of drugs and alcohol is defined and various strategies for preventing drug and alcohol abuse are delineated. Past, present, and future patterns of drug and alcohol use are presented. For graduate students; 2 credit hours.

Alcohol and Other Drug Dependencies: Theories and Problems

This course will focus on various behaviors and problems related to alcoholism and drug dependencies, specifically, the cultural and social aspects of alcohol and other drugs and of alcoholism and drug dependencies. In addition, it will provide information about familial and societal problems, the disease entity of alcoholism, the motivation to engage the client(s) in treatment, and the social worker's role as a helping agent. For graduate students; 2 credit hours.

Alcoholism and Other Addictions: Treatment Interventions

The course is based on the rationale that alcoholics and illicit drug abusers come from all walks of life. The focus is on a variety of treatment intervention strategies that have been found to be effective in dealing with problems related to alcoholism and other types of drug dependencies.

The course is built on the general diagnostic and treatment skills learned in clinical methods. It provides for acquiring social work skills in a variety of treatment modalities designed specifically for the alcoholic, the family, and specific family problems derived directly or indirectly from the use/abuse of alcohol and other drugs. For graduate students; 2 credit hours.

Alcohol and Drug Program Administration and Management

This course is designed to teach the management skills most effective in running alcohol and drug abuse treatment and rehabilitation programs. The focus is placed on the current knowledge and its application to effective management. Structured experiences will be provided to further enhance the students' skills. For graduate students; 2 credit hours.

University of Central Arkansas
Department of Health Education
P.O. Box U 1776
Conway, Arkansas 72032
(501) 329-2931

The School Health Curriculum Project (Berkeley Model) consists of three units of work for teachers at the fifth, sixth, and seventh grade levels. About 10 weeks are required to complete each of the three units of work. There is no single text, but a wide variety of materials are utilized. The training programs for teachers are usually held during June and July of each year. The person to contact is Arvil Burks.

School Health Curriculum Project (Circulatory System)

Emphasis is on creating an awareness of the circulatory system; function of the circulatory system, including the heart and blood vessels; defects and diseases of the heart and blood vessels; and preventive care of the circulatory system regarding the use and misuse of harmful drugs. For teachers, school administrators (principals), and school health nurses. Three credit hours.

School Health Curriculum Project (Nervous System)

Emphasis is on creating an awareness of the nervous system; the use of medicines and drugs; structure and function of the nervous system; and the prevention of diseases and disorders as related to the use and misuse of drugs. Same target audience and credit hours as previous course.

School Health Curriculum Project (Respiratory System)

Emphasis is upon developing an awareness of the purpose of the lungs; structure and functions of the respiratory system; defects and diseases of the respiratory system; and prevention and care of the respiratory system involving the use and misuse of drugs. Same target audience and credit hours as previous course.

Social Seminar

This training was developed by the National Institute on Mental Health not only for community-level personnel, educators, law enforcement staff, clergy, etc., but also for professionals in the field. The purpose of this training is to develop an awareness of the variety of forces in our society that influence youths and adults and that can lead to the abuse and misuse of alcohol and other drugs. Through the use of group discussion, structured learning activities, and audiovisual materials, participants explore methods and develop skills they may utilize to counter these influences. This course builds a strong foundation for prevention efforts.

This course is offered as needed through the Arkansas Office on Alcohol and Drug Abuse Prevention training system. Persons successfully completing this course can receive 3 hours of graduate/undergraduate credit through the University of Central Arkansas.

CALIFORNIA

Single State Agency
Department of Alcohol and Drug Programs
111 Capitol Mall
Sacramento, California 95814
(916) 445-1940

The California PCP Training Manual

With the goal of increasing the quality and quantity of attention to the PCP problem in California, the Department of Alcohol and Drug Programs contracted with UCLA to provide interdisciplinary training to human service providers. Community personnel are instructed on the effects of PCP, identification of the PCP user, appropriate treatment of the PCP user, and referral resources. A self-instruction manual for community personnel was developed and is available. Contact Cruz H. Acevedo, Jr., at the Single State Agency for copies.

Human Sexuality

This is a State-developed, 20-hour course on human sexuality for persons working in human service programs who wish to upgrade their current skills and to be involved in an ongoing process of training and education in additional areas.

Pregnancy and Chemical Dependency

State-developed, 3-day course designed to deal with the complex needs of the chemically dependent pregnant woman.

Polydrug Abuse Among Adolescents

State-developed, 2-day course, which, along with the two courses described below, is part of a three-course series. The course trains drug abuse workers in the identification, assessment, treatment, and prevention of prescription/polydrug use among adolescents. This course is directed at ethnic/racial minority group members.

Women and Polydrug Use

State-developed, 2-day course to train drug abuse workers in the identification, assessment, treatment, and prevention of prescription/polydrug use among women.

Polydrug Abuse and the Elderly

State-developed, 2-day course similar to the preceding course but about the elderly.

Building Strong Relationships With Families

A 2-day multicultural workshop for concerned parents and drug abuse prevention service providers who are involved with family growth and development. The workshop deals directly with the issues involved in drug use and youth; provides practical methods for working with families and organizing parents and draws on the knowledge and experiences of all participants in attendance.

Demystification, Empowerment, and Advocacy

A 3-day prevention training package entitled, Demystification, Empowerment, and Advocacy, A Workshop in Prevention Planning Service Delivery and Networking, designed to increase the skills of prevention professionals in program development activities and develop informed advocates for the prevention of drug abuse and other destructive behaviors in schools, families, and the community.

The College of the Redwoods in Eureka, Santa Rosa Community College in Santa Rosa, and Mendocino Community College in Uklah, all allow 3 hours of credit for six NDACTRD courses. The courses taught at Mendocino Community College address the needs of the Native American community.

Institute of Advancement in Human Services, Inc.
322 West Compton Boulevard
Suite 204
Compton, California 90220
(213) 774-8275

Long-term accredited training is provided to substance abuse workers. A human services certificate or an associate of arts degree is available for trainees who wish to pursue educational endeavors. Career guidance is offered to trainees who require vocational information or counseling to develop an academic program culminating in a bachelor of arts degree. Technical assistance and consultation are available to drug treatment programs related to development and implementation of inservice training and staff development. The overall goal of training is to improve both individual and program effectiveness. The four courses offered are records writing, program mathematics, introduction to human sexuality, and training and skill development (for drug treatment professionals). Further information about courses and their locations is available from William T. Marshall.

COLORADO

Single State Agency
Alcohol and Drug Abuse Division
Department of Health
4210 East 11th Avenue
Denver, Colorado 80220
(303) 320-6137

The following are all State-developed courses offered in Colorado.

Counseling Skills

Alcohol and drug treatment counselors are eligible for these workshops that focus on substance abuse patterns, characteristics of substance abusers, communications skills, and basic crisis intervention. Class size: 24. Offered every other month. Length: 5 days.

Client Records Management
Alcohol and drug treatment counselors are eligible for these workshops that focus on Federal confidentiality regulations, Colorado drug laws, basic medical/physical aspects of substance abuse, treatment planning, progress notes, treatment plan reviews, and discharge summaries. Class size: 24. Offered every other month. Length: 4 days.

Clinical Supervision
Alcohol and drug treatment clinical supervisors and senior counselors are eligible for this course, which deals with three skills necessary for the clinical supervision of counselors: critical commentary, goal setting, and modeling. Students learn these skills and practice them using videotape. Trainee-trainer ratio--6:1. Length: 3 days.

Advanced Counseling Skills
Alcohol and drug treatment senior counselors are eligible for this course, in which participants learn and then practice, using videotape, advanced counseling skills, including confrontation, change clarification, change reinforcement, linking, and other skills. Trainee-trainer ratio--6:1. Dates offered: to be announced. Length: 3 days.

Counseling La Raza
Alcohol and drug treatment counselors who have Hispanic persons in their caseloads are eligible for this course, which deals with cultural assessment and understanding. The course is geared toward treatment of the Mexican-American. Class size: 24. Length: 3 days.

Differential Diagnosis and Treatment
A review of typologies within substance-abusing populations and an introduction to different alcohol and drug abuse treatment methodologies. Participants work with actual cases in diagnosis and treatment planning exercises. Trainer-trainee ratio--8:1. Length: 3 days.

Counseling Black Clients
This is an adaptation of Nellum courses, CFCP and Remember. Length: 3 days.

Family Counseling
The emphasis in this course is on the families of substance abusers. Length: 4 days.

Denver University

Special substance abuse workshops are offered within the M.S.W. program. Completion of these workshops plus 1,000 hours of alcohol or drug abuse work experience qualifies M.S.W. candidates for State certification as alcohol and drug abuse counselors.

Metropolitan State College

Metropolitan State College's Drug/Alcohol Institute, "Counseling the Substance Abuser," is a course of 4 credit hours. Completion of the course plus 1,000 hours of alcohol or drug abuse work experience qualifies students to apply for State certification as alcohol and drug abuse counselors.

CONNECTICUT

Single State Agency
Connecticut Alcohol and Drug
Abuse Commission
979 Asylum Avenue
Suite 302, Third Floor
Hartford, Connecticut 06105
(203) 566-4145

Special workshops are offered for women on women's issues. Workshops for blacks and Hispanics are also offered. Courses offered are on sexuality, clinical supervision, and youth.

Community colleges in Connecticut have a 2-year degree program in substance abuse. Other colleges and universities are in the process of developing bachelor and master's degree programs with a concentration in substance abuse.

Education and Training Programs, Inc.
1 Regency Drive
P.O. Box 512
Bloomfield, Connecticut 06002
(203) 243-8326

Formerly the Eastern Area Alcohol Education and Training Program. Education and Training Programs, Inc., is a private nonprofit corporation that provides substance abuse-related professional training nationwide. Programs are delivered on-site at the requesting agency on a contractual basis. Training usually focuses on a particular target profession, such as counselors, nurses, parole officers, or employee assistance program personnel. The State Authorities for Substance Abuse in 16 States comprise the permanent Advisory Council to the agency. For more information, contact Dr. David J. Powell.

Clinical Preceptorship

A one-to-one and small group clinical supervision network in which substance abuse counselors receive on-site weekly individualized supervision sessions for 1 or more years.

Nurse Education

A 2-day, 14-hour seminar for nurses concerning medical issues in substance abuse, delivered on-site by an M.S.-level nurse and professor, with a physician as a guest presenter.

Substance Abuse and Pregnancy

Seminar on effects of alcohol and drugs on fetal development, prevention and education techniques for health workers, and identification and referral of pregnant alcohol/drug abusers.

Family Violence and Alcoholism

Seminar on alcoholism as a family problem and the association of alcohol abuse and neglect, spouse abuse, family violence, and inconsistent parenting.

DELAWARE

Single State Agency

Bureau of Alcoholism and Drug Abuse
1901 North DuPont Highway
New Castle, Delaware 19720
(302) 421-6101

Organizational Development

A course development by the Northeast Regional Support Center for management and administrative staff in systems theory, organizational development theory, and organizational change.

Family Counseling

A course based on the family systems model of family counseling. Developed by the Northeast Regional Support Center.

Medical Aspects of Alcoholism and Drug Abuse

Covering such topics as basic pharmacology, medical emergencies, and the etiology of alcoholism and drug abuse. Taught via videotape. State-developed.

Introduction to Empathy Skills

State-developed course that is a short version of the NDACTRD course.

Treatment Planning

State-developed course that may also be offered in a TA format. Deals specifically with the development of a treatment plan.

Other courses offered, all developed by the State, include: Relaxation and Meditation Workshop, Overview of the Criminal Justice System, and Drug and Alcohol Abuse With Special Relationship to Adolescent Psychiatry. (The last is for medical students at Jefferson Medical College in Philadelphia.)

DISTRICT OF COLUMBIA

Single State Agency

Department of Human Resources
Office of Health Planning and Development
Alcohol and Drug Abuse Planning Division
601 Indiana Avenue, N.W., Fifth Floor
Washington, D.C. 20004

Counseling From a Cultural Perspective

Skill-oriented course designed to help human service providers increase the effectiveness of treatment and prevention services to minority clients, especially black clients. It teaches service providers to modify traditional approaches and to develop culturally specific treatment and prevention strategies.

The STSP program is currently developing a linkage with college and universities in the metropolitan area to provide college credit for courses delivered under the auspices of the STSP. Through a consortium, some NDACTRD, NCAE, and State-developed courses will receive college credit, and participants will be given the opportunity to apply these credits to the degree they are seeking.

FLORIDA

Single State Agency

Drug Abuse Program
Mental Health Program Office
1317 Winewood Boulevard
Tallahassee, Florida 32301
(904) 488-0900

Family Therapy

State-developed course designed to provide counselors with the basic rudiments of family counseling from a systems perspective.

Training of Trainers and Assessment Interviewing for Treatment Planning are offered at Nova University in Fort Lauderdale.

U.S. Education Department Alcohol and Drug Education Training and Resource Center

1450 Madruga Avenue, Suite 406
Coral Gables, Florida 33146
(305) 284-5741

The USOE Region IV Center is one of a network that includes five Alcohol and Drug Abuse Prevention Training and Resource Centers that train and provide on-site, followup technical assitance to interdisciplinary teams from schools and school communities in the development and implementation of programs tailored to individual communities. Special attention is focused on destructive alcohol and drug use. The Region IV Center serves Alabama, Florida, Georgia, Kentucky, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands, the District of Columbia, and West Virginia.

The person to contact at Region IV Center is Beth Malray.

GEORGIA

Single State Agency
Division of Mental Health and Retardation
Georgia Department of Human Resources
618 Ponce de Leon Avenue, N.E.
Atlanta, Georgia 30308
(404) 894-4785

Family Counseling
Human Sexuality
Budgeting and Fiscal Planning
Early Intervention
Employee Assistance Programs
Assertiveness Training of Trainers for Substance Abuse Counselors
Basic Counseling Skills for Substance Abuse Counselors
Basic Addiction Theory and Treatment Practice for Community Individuals
Community Outreach
Introduction to DUI

Morehouse College
Department of Psychology
223 Chestnut Street, S.W.
Atlanta, Georgia 30314
(404) 681-2800, ext. 281

The program is designed to train junior and senior psychology majors, paraprofessional counselors, ex-addicts, and other education and health workers as alcohol/drug workers and counselors or educators. College students enroll for an augmented major in community psychology, with a speciality and certification in drug counseling. Community workers may enroll as special students and earn up to 12 academic credits. These credits are transferable to a regular baccalaureate program for those who wish to pursue a degree. The person to contact is Gwendolyn Roquemore.

Pro-Seminar in Drug Abuse
Consultants speak on the descriptive, etiological, pharmacological, and treatment aspects of drug and alcohol abuse. Site visits, student interviews with substance abusers or addicts, student research, and films are all incorporated into this three-credit course.

Supervised Field Work
This is a three-credit practicum course that provides supervised experience in a drug treatment program or mental health agency. Classes meet for didactic activities.

Clinical Psychology II
This three-credit course covers individual and group counseling techniques using videotapes and didactic training sessions. Counseling techniques are not limited to treatment of drug abusers and alcohol clients. The course content has implication for treating a wide range of client problems.

Facilitation Training Course
This is an intensive 40-hour training course in individual and group counseling methods. Emphasis will be placed on developing proficiency in the five areas of facilitation in interpersonal processes. To participate in this two-credit course, special students must be employed as drug abuse or alcoholism workers, educators, mental health workers, or criminal justice employees.

HAWAII

Single State Agency
State Substance Abuse Agency
3627 Kilauea Avenue
Room 405
Honolulu, Hawaii 90816
(808) 734-6448

Board of Directors Training
Pharmacology and Symptomatology

IDAHO

Single State Agency
Idaho Department of Health and Welfare
Bureau of Preventive Medicine
Substance Abuse Section
450 West State Street
Boise, Idaho 83720
(208) 334-4368

Introduction to Indian Alcoholism
This course was written and delivered by Ray and Shirley Eagle of Lewiston, Idaho. It introduces different perspectives of the use of alcohol by Indian people to the training population of alcohol/drug counselors. The course covers historical, physiological, and cultural differences in the drinking behavior of Indians. Environmental issues, such as reservation life, socioeconomic factors, etc., are also covered. (This is not a State-developed course.)

Modern Medical Management of the Alcohol/Drug Abuser (not State-developed)
Kaleidoscope: An Exploration of Family Systems (not State-developed)
Since You Care: Parenting Skills Training
Since You Care: Parenting Skills Training for American Indians (revised at State expense)

ILLINOIS

Single State Agency
Illinois Dangerous Drugs Commission
300 North State Street
Chicago, Illinois 60610
(312) 822-9860

Illinois offers 1- and 2-day packages/courses and seminars. Some of these offerings are intended for a particular target group. However, some are generic in nature. Topics vary but have included--

Victimization and Women--Rape/Incest
Street Drug Pharmacology
Crisis Intervention
Holistic Drug Abuse Treatment
An Adlerian Approach to Family Counseling
Third Party Payments: Insurance
Women and the Group Process

In addition, the following course, developed by Carmen Townsend, is offered:

Comprehensive Drug Abuse Training Course for Nurses
This course focuses on the functions of the nurses employed in the Illinois Methadone Treatment Programs. The course is for both R.N.s and L.P.N.s.

INDIANA

Single State Agency
Division of Addiction Services
424 North Pennsylvania
Indianapolis, Indiana 46204
(317) 232-7816

Substance Abuse Group Counseling
This State-developed course provides participants with an understanding of and experience with small group dynamics and structured learning experiences for behavioral change. Target audience is counselors.

Organizational Behavior and Management Style
This State-developed course, aimed at administrative and management personnel, allows participants to understand various management theories, analyze management style, and identify relationships of management behavior on program operations.

Organizational Development and Substance Abuse Programs
This State-developed course provides an exploration of staff development, supervisory skills, and performance analysis. Target audience is administrative and management personnel.

Family Systems Approach for Substance Abusing Families
Also State-developed, this course teaches counselors the theory and principles of the family systems approach to therapy implications for agency operations, clinical skills, etc.

IOWA

Single State Agency
Iowa Department of Substance Abuse
Insurance Exchange Building
505 Fifth Avenue, Suite 202
Des Moines, Iowa 50319

Individual Counseling Skills, I and II
State-developed course.

Group Counseling Skills, I and II
State-developed course.

Family Therapy, I and II
State-developed course.

Addiction and Sexuality
State-developed course.

Clinical Supervision
State-developed course.

Clinical Supervision
Two-hour course offered at the University of Iowa.

Annual Summer School on Substance Abuse
Held in conjunction with the Univesrity of Iowa. One or two hours credit may be received for each workshop.

The University of Iowa

Substance Abuse Counseling Program
Division of Counselor Education
Lindquist Center
Iowa City, Iowa 52242
(319) 353-5780

This program trains substance abuse counselors at the master's level. These counselors receive academic and practical training in dealing with drug and alcohol treatment, education, and administration. Students are admitted for a 2-year interdisciplinary sequence of courses in which they complete a 39-semester- hour program of 15 to 18 hours of course-work specifically related to substance abuse. This includes four academic courses, and two-semester-long internships (10 to 20 hours per week). The person to contact is the coordinator of the program, Dr. David Rosenthal.

Drugs: Their Nature and Use

This course covers principles of drug action and drug toxicity through lecture and discussion. Specific classes of drugs studied include antibiotics, sedatives, alcohol, stimulants, hallucinogens, narcotics, and over-the-counter prescriptions.

The Drug Culture

A consideration of attitudes, values, language, artifacts, and myth; specific information on street drugs; personality correlates of drug use and abuse.

The Drug Culture

A consideration of attitudes, values, language, artifacts, and myth; specific information on street drugs; personality correlates of drug use and abuse.

Drugs and the Counselor

Special topics dealing with the relationship of personality to drug taking; emphasizes development and evaluation of differential treatment models; critical survey of ethical issues, drug policy, and other drug-related issues.

Internship in Drug Counseling

As part of this training program, graduate students receive stipend support allowing them to obtain a concurrent internship experience dealing with drug- and alcohol-related problems in a variety of educational, psychiatric, and community agencies. Trainees spend 10 to 20 hours a week for two semesters doing drug counseling, planning and implementing drug education programs, and doing applied research in various settings.

KANSAS

Single State Agency

Alcohol and Drug Abuse Services
Biddle Building
Topeka State Hospital
2700 West Sixth Street
Topeka, Kansas 66606
(913) 296-3925

Alcohol and the Elderly

State-developed course that is an introduction to the topic of alcohol use patterns and lifestyles for persons in contact with senior citizens in either service provisions or other daily activities.

Drugs and the Elderly

State-developed course. A basic course for anyone in contact with or involved in the delivery of services to senior citizens. Describes common problems associated with drug-taking behavior in the elderly.

Introduction to Family Therapy

State-developed course that is an introduction for those counselors with no previous formal training in family therapy. Provides the basis and major themes of Virginia Satir's approach to family counseling.

Burnout

Developed by Beverly Evans. This course presents a burnout intervention strategy and offers assistance in understanding causal factors.

Human Sexuality

State-developed course for treatment and prevention personnel desiring basic, introductory information and practice in human-sexual concerns.

Kansas City Kansas Community College

Alcohol Awareness Department
7250 State Avenue
Kansas City, Kansas 66112

The Addiction Counselor Program, Associate of Arts Degree, is a 2-year program leading to an Associate of Arts Degree in Alcoholism and Drug Counseling. It has been designed by the college to meet the changing requirements in the licensing of alcoholism and drug treatment facilities by drug counselors. The program is designed to provide in-depth understanding of the incidence, theories of cause, physiology, psychology, and social factors associated with alcohol and drug abuse. Courses include: Client Management; Counseling I, II, and III; Biofeedback; Group Dynamics; First Aid; Sociology of the Family; Grieving Process; and Field Practicums. A total of 64 hours credit are required for the degree--37 hours of general education courses and 27 hours of courses in alcohol and drug education. Contact the Director, Alcohol Awareness Project.

Marymount College of Kansas
Division of Social and Behavioral Sciences
Chemical Dependency Services Program
East Iron Avenue and Marymount Road
Salina, Kansas 67401
(913) 825-2101

The Chemical Dependency Services Program prepares enrollees for a professional career in chemical dependency counseling. Enrollees work toward a bachelor of science degree in psychology with a specialty in chemical dependency. In addition to degree students, participants include any college students, professional counselors, and interested persons from the community. A strong emphasis is placed on clinical practicum experiences, an activity that utilizes a large number of treatment and referral modalities in a four-State area. All students who graduate from CDSP have been screened for stability and professionalism. Arrangements for a College Level Equivalency Program are possible. The program is offered either in the day school (fall, interterm, spring) or in the night school (2-month long, year-round sessions). The person to contact is C.L. Engebritson.

Addiction Survey
This is a basic survey of the use and abuse of and addiction to alcohol and other drugs. Objectives are to define the problems of abuse, review attempts at control and prevention of abuse, understand the disease concept and theories of causation, become aware of treatment modalities, and examine patterns of consumption and basic effects on the body/emotions.

Addiction Survey Workshop
This involves studies on etiology, pathology, prognosis, identification, treatment modalities, community resources, educational guidelines, and action-oriented programs. Emphasis is on today's attitudes of teachers, students, and society.

Fundamentals of Addiction Counseling
This is an introduction to the basic nature of counseling, techniques, skills, ethics, responsibility, and the therapeutic process in the alcoholism and drug addiction field.

Pharmacology and Emergency Care
This course provides the student with a basic knowledge of drugs, their actions, toxicology, and abuse at the street level. The student will be taught drug action and side effects of commonly abused drugs; basic measurement of pharmaceuticals; the toxic effects of drugs; proficient reading of medical records; and emergency intervention skills.

Programing Issues
The course reviews addiction services in the areas of administration, treatment, education, research, grant writing, program management and evaluation, legislation, and community outreach.

Simulated Treatment
This course is taught in a mock treatment setting with students participating in group therapy, psychological evaluations, individual counseling, lectures, and field trips. Basic information from the addiction survey class is presented through lectures, films, panels, readings, and discussions.

Clinical Practicums
Credit for these classes can be gained through on-site experiences in inpatient treatment programs, outpatient treatment programs, industry, court services, schools, churches, and community services. The student will be taught the realistic workings of actual programs and witness the provision of services so that new skills, techniques, and philosophies can be gained.

Menninger School of Psychiatry
General Residency Training Program
P.O. Box 829
Topeka, Kansas 66601
(913) 234-9566

This is a training program housed in the clinical center of the Menninger Foundation and is committed to the professional, individualized development of each resident trainee. The program is primarily psychoanalytically oriented, but it has always been multidisciplinary. Since 1950, advanced training programs have been developed in clinical psychology, social work, pastoral care and counseling for clergy, psychiatric nursing, and psychoanalysis. The person to contact for course schedule and other information is Kay Stoner.

Alcoholism and Drug Abuse
Fourth-postgraduate year residents in the Menninger School of Psychiatry visit facilities in and around Topeka that deal with the problems of alcoholism and drug abuse. Trainees learn the psychoanalytic factors of addictive personalities and receive a general introduction to community resources. The course is given once a week (eight 3½-hour sessions).

Valley Hope Counselor Training Program

Valley Hope Association
Norton, Kansas 67654

This training program is 1-year in length, with classes beginning on January 1 and July 1 of each year. The medical, psychological, social, legal, spiritual, Alcoholics Anonymous, Al-Anon, and vocational rehabilitation principles are all part of the didactic program in substance abuse counseling. The contact is Dr. William Leipold.

Washburn University of Topeka

Department of Health, Physical Education, and Recreation
Topeka, Kansas 66621
(913) 295-6459

This is an associate of arts degree program in community health education, focusing on alcohol and drug addiction. The course work is designed to provide a fundamental knowledge of the causes of addiction, methods of treatment and prevention, skills necessary for emergency care of the addictive patient, understanding of chemical and biological effects of addictive substances, and the recognition of substance abuse as a major health problem. This degree requires 62 academic hours and is designed both for personnel already employed in the field of alcohol and drug counseling and for students preparing for careers in these areas. The person to contact at Washburn for registration dates and course information is Department Chairman, Dr. James McCormick.

KENTUCKY

Single State Agency

Drug Section
Department of Human Resources
Bureau for Health Services
275 East Main Street
Frankfort, Kentucky 40601
(502) 564-2880

Conjoint Family Therapy

Developed by the Johnson Institute. Designed to aid counselors in understanding and treating substance abuse as a family problem.

LOUISIANA

Single State Agency

Office of Hospitals
200 Lafayette Street
Baton Rouge, Louisiana 70804
(504) 342-2575

Southern University in New Orleans

Training Program for the Control of Drug Abuse
6400 Press Drive
New Orleans, Louisiana 70126
(504) 282-4401

This program's main goal is to provide superior training to personnel who, in the course of their professional work, must deal with the problems of alcohol and drug abuse in contemporary society. The curriculum combines classroom training and experiential involvement. The five major aspects of the program are (1) a number of courses at the college level in the University Program; (2) a minor concentration for specializing in drug-related occupations; (3) a certificate program for community members desiring more specialized training in drug abuse; (4) an Associate of Arts Degree in substance abuse for community workers; and (5) a major concentration in substance abuse and a new bachelor of arts degree in substance abuse. The contact is Dr. Thomas P. Lief.

Some of the programs are described below.

Introduction to Drug and Alcohol Abuse

A survey course designed to acquaint the student with the variety of findings, problems, controversies and programs associated with drug and alcohol use/abuse. Multiple perspectives are covered, ranging from political and legal to scientific and medical to the addicts themselves. Credit: 3 hours.

Community Drug/Alcohol Programs

This is a field course in which the participant is directly exposed, by means of field visits, to those community agencies and organizations concerned with the problems of alcohol and drug use/ abuse. Visits include agencies such as criminal rehabilitation, therapeutic communities, and methadone treatment programs. Credit: 3 hours.

Clinical Aspects of the Addictions

Examination and analysis of the physiological, psychological, and medical aspects of substance use and abuse. Discussion of patterns and reactions to drug use as well as the practice and problems of management of drug and alcohol abuse. Credit: 3 hours.

Criminal Justice and the
Civil Rights of Addicts

The course is designed to acquaint participating students with legal, judicial, and enforcement procedures and how they relate to the problem of drug and alcohol use and abuse. Credit: 3 hours.

Alcoholism and Polydrug Use/Abuse
A basic introduction to the problems, recognition, and treatment associated with alcoholism and polydrug abuse. The course reviews the toxicity of alcohol, problems associated with alcohol and drug use, stereotyping of alcoholics, and the preparation of staff members dealing with alcohol and polydrug abusers. Credit: 3 hours.

Drugs/Alcohol in Industry and Business
A course designed to examine the various strategies of research in the area of drug and alcohol use/abuse behavior, their problems and possible solutions, critical evaluation of current research and exploration of application and implementation of research knowledge. Credit. 1-3 hours.

Program Development and Administration
This course is designed to provide the participant with knowledge of and expertise in developing and administering social service programs. Areas covered include funding, budgeting, working with boards and committees, decisionmaking, staffing, programing, evaluation and the community, and techniques in hiring and terminating employees. A field trip will be taken to local agencies, and administrators will speak to the class. Credit: 3 hours.

The Post-Addiction Career: Rehabilitation and Reentry Into Society
The course is designed to explore the career of the addict and alcoholic from the standpoint of the nature of problems experienced during the rehabilitation and reentry process. Credit: 3 hours.

Seminar: Theory and Practice of Drug/Alchol Counseling
The course will cover both drug abuse and counseling in order to provide expertise in drug and alcohol abuse counseling. Credit: 3-6 hours.

MAINE

Single State Agency
Bureau of Rehabilitation
Office of Alcoholism and Drug
Abuse Prevention
32 Winthrop Street
Augusta, Maine 04330
(207) 289-2781

MARYLAND

Single State Agency
Drug Abuse Administration
Department of Health and Mental Hygiene
201 West Preston Street
Baltimore, Maryland 20201
(301) 383-3959

Among the courses offered by the STSP are--

Introduction to Caregiving and Case Management for Addiction Personnel
Ten-day required course offered in three parts. State developed.

Intermediate Caregiving and Case Management for Addiction Personnel
Five-day course filling special education requirements for Addiction Counselor II and III. State developed.

Advanced Caregiving Techniques--Group
State-developed, required course for Level III certificate.

Clinical Supervision
One of two required courses for Level III certificate. State developed.

Specialized Skills for Secretarial Personnel in Addiction Treatment Settings
Four-day skill development workshop for secretaries. State developed.

Medical and Emergency Aspects of Alcoholism and Drug Abuse Treatment
Intermediate-level courses for counselors. State developed.

Other courses offered in the State include: Care of the Substance Abuser--For Nursing Staff, Advanced Family Counseling--Experiential, Sexual Issues in Counseling the Substance Abuser, Outreach and Community Development, Corrections and Treatment, Counseling the Adolescent, Counseling the Suicidal Client, Program Standards, Grantsmanship and Fund Raising, Minority Counseling, Legal Rights of the Substance Abuse Client. All courses are State developed.

Courses are offered with the STSP's input or cooperation at the following institutions: Dundalk Community College (regular credit courses), Coppin State College (regular credit courses), Essex Community College (regular credit courses) Morgan State College (CEU courses only), Loyola College (graduate and undergraduate courses), Salisbury State College (CEU courses only).

Essex Community College
Allied Health
Rossville Boulevard
Baltimore, Maryland 21237
(301) 682-6000, ext. 1382

Two types of programs are offered for individuals interested in pursuing careers in drug counseling. The first is a 2-year program leading to an associate of arts degree in mental health, with an option in drug abuse counseling. The second is a 19-credit program leading to a certificate in drug counseling.

The AA program prepares persons for work in community drug treatment centers dealing with drug-related problems. The certificate program has an inservice aspect and attracts people already employed in drug detoxification centers who are not currently interested in the broader approach leading to the AA degree. The person to contact for course schedules and locations is Sherman Yen.

Introduction to Drug Addiction and Treatment
In addition to considering the physiological and psychological effects of drug addiction, this course looks at the behavioral approach in interpreting drug intake behavior and in designing treatment programs.

Behavioral Modification
Behavioral modification concepts such as modeling, shaping, token economy, systematic desensitization, and behavioral contracting will be discussed in this course. The information received can be related directly to daily work in both drug-use and family situations.

Behavioral Counseling
Drug-related course that teaches individual and group counseling techniques in addition to studying drug effects and psychological dependency.

Service Program Evaluation and Individual Counseling Assessment
This course is designed to meet the professional needs of mental health service personnel, with emphasis on the objectives and evaluations of service programs and individual counseling evaluations.

Principles and Techniques of Counseling
This is an introduction to major counseling theories, along with practice in developing an awareness of the dynamics of the interpersonal process as these dynamics pertain to the helping relationship.

Drug Counselor Summer Practicum
This course is intended to develop in students the skills to understand various therapeutic approaches and related problems in dealing with drug addiction.

Other courses are also offered on Managing the Local Addictions Treatment Program, Counseling the suicidal Client, Developing an Outreach Program, and Consider the Alternatives.

MASSACHUSETTS

Single State Agency
Division of Drug Rehabilitation
Department of Mental Health
160 North Washington Street
Boston, Massachusetts 02114
(617) 727-8614

Pharmacy
Family Therapy
Case Management

The STSP offers courses in conjunction with Bunker Hill Community College.

MICHIGAN

Single State Agency
Office of Substance Abuse Services
3500 North Logan Street
Lansing, Michigan 48909
(517) 373-8600

Basic Curriculum for Substance Abuse Counselors
State-developed, 140-hour course aimed at entry-level counselors. The course is composed of five modules: pharmacology, assessment interviewing for treatment planning, individual counseling skills, group process, and sociocultural aspects of substance abuse.

Financial Management
State-developed course for persons responsible for bookkeeping in programs. It teaches basic accounting skills and specific skills for reporting to the SSA.

Western Michigan University
Speciality Program in Alcohol and
Drug Abuse (SPADA)
Kalamazoo, Michigan 49008
(616) 383-8186

This program is a 1-year specialization in alcohol and drug abuse offered to graduate students in the behavioral sciences who are already enrolled in the graduate college at

Western Michigan University. Approximately 30 students are enrolled each year. Persons enrolled in or holding a graduate degree in one of the participation disciplines (biology, counseling, psychology, social work, or sociology) are eligible for admission to the program. The person to contact for course locations and other information is C. Dennis Simpson.

Seminar in Substance Abuse

This seminar for SPADA trainees is designed to reflect broadly conceived issues and problems in funding, administering, and evaluation service programs and in strategies applicable to the prevention and treatment of substance abuse.

Field Education

The professional field education experience is an integral part of the SPADA. The component is designed as a total learning experience during which the trainee can apply some of the knwoledge and information obtained in an academic setting and further develop and refine his or her professional skills with the guidance and assistance of those persons who are working in the substance abuse area.

Biology of Addictive Drugs

The course objective is to provide the non-science student with a definition of terms and a working knowledge of elementary pharmacology. Specifically, the course is intended to provide sufficient knowledge of the pharmacology of the most commonly abused street drugs to enable the student to effectively counsel others concerning possible pharmacological dangers of illegal drug use.

Etiologies of Substance Abuse

This course treats the various social and behavioral theories regarding the causes of alcoholism and drug addiction.

Elective Courses

SPADA also offers a series of elective courses and continuing education courses, several of which are from the NDACTRD series. The electives are--

- Legal-Illegal Drugs
- Facts About Drug Abuse
- Women in Treatment
- Basic Program Management Skills
- Assessment Interviewing for Treatment Planning
- Adolescence: Intervention Strategies
- Criminal Justice-Treatment Interface
- Vocational Rehabilitation in the Treatment Setting
- Training of Trainers
- Drugs and the Elderly
- Family and Addiction
- Basic Management Skills

MINNESOTA

Single State Agency

Chemical Dependency--DPW
Centennial Office Building
650 Cedar, Fourth Floor
St. Paul, Minnesota 55155
(612) 296-3991

A 1-page directory of preservice chemical dependency training programs is available upon written request. Contact Karen Edens.

MISSISSIPPI

Single State Agency

Division of Alcohol and Drug Abuse
Robert E. Lee Building, 12th Floor
Jackson, Mississippi 39201
(601) 354-7031

Choctaw Cultural Counseling Skills

State-developed, 3-day course consisting of nine experiential modules covering problem identification, screening for mental illness, initial intervention, cultural awareness, family and marriage counseling, financial counseling, etc. The course was developed for the staff of the Choctaw Indian Mental Health/Alcoholism/Substance Abuse Program.

Psychiatric Aide Training Manuals, Vol. I-IV

Self-instructional manual, 36 hours per volume, consisting of hospital policies and procedures, basic nursing skills, behavior modification, supervision, basic information on psychiatric disorders. Intended audience: Psychiatric Aides at State institutions. Through the Department of Mental Health, Division of Mental Health, the State hospitals (Whitfield and East Mississippi) have contracted with Hinds Junior College and Meridian Junior College for an instructor to conduct the classes for Psychiatric Aides II-IV.

University of Southern Mississippi

Department of Counseling Psychology and Counselor Education
Box 5012, Southern Station
Hattiesburg, Mississippi 39406
(601) 266-4602

The Alcoholism and Drug Abuse Program is offered as a part of a 60-semester-hour M.S. degree program in counseling. The program also includes a field internship in a substance abuse setting. The University operates a cooperative project with the State, in which selected students are placed in fulltime internships with stipends. The contact is Dr. John D. Alcorn.

Alcoholism and Drug Abuse Prevention
Course designed to provide an overview of alcoholism and drug abuse and to acquaint students with specific types of programing directed at primary, secondary, and tertiary prevention. Undergraduate course.

Seminar in Alcoholism and Drug Abuse
Graduate seminar in which the following topical areas are covered: sociological factors in substance abuse, theoretical models of addiction, physiology and pharmacology, primary prevention, secondary prevention, and late-stage treatment and rehabilitation.

Jackson State University
Interdisciplinary Alcohol/Drug
Studies Center
P.O. Box 17054
Jackson, Mississippi 39217
(601) 968-2350

Minority Access to Research Careers (MARC) Honors Undergraduate Program in Alcohol/Drug Studies is an interdisciplinary alcohol/drug research training program offered through the Departments of Biology, Chemistry, Health, Psychology, and Sociology at Jackson State University. In addition to satisfying departmental requirements, students must (1) take an alcohol/drug seminar, (2) design and implement a major research project under senior tutelage, (3) take one course in computer science, (4) do a 3-month internship, (5) attend regional and national meetings, and (6) participate in lecture series. Applicants must be juniors with at least a 3.0 grade point average. The contact person is Dr. Mary E. Benjamin.

Alcohol/Drug Seminar
This course focuses attention on basic alcohol information and exposes students to the state of the art of alcohol/drug research.

Laboratory-/Research-Center-Based Internship
During the 3-month internship, attention will be centered on research conceptualization, implementation, design, data collection, and analytical procedures.

Alcohol/Drug Research Project
Emphasis is placed on conceptualizing, designing, and implementing a research project under faculty tutelage.

Instrumentation
Trainees select the course based on their respective disciplines.

MISSOURI

Single State Agency
Division of Alcohol and Drug Abuse
P.O. Box 687
2002 Missouri Boulevard
Jefferson City, Missouri 65102
(314) 751-4942

Employee Assistance Provider Training
P.E.E.R. (Positive Educational Experiences in Relationships)

Northwest Missouri State University
Maryville, Missouri

The University offers Counselor Training: Short-term Client Systems and Women in Treatment.

MONTANA

Single State Agency
Alcohol and Drug Abuse Division
Department of Institutions
1539 11th Avenue
Helena, Montana 59601
(406) 449-2827

Intervention: Training Concerned Persons
Counseling for Relapse Prevention

NEBRASKA

Single State Agency
Division on Alcoholism and Drug Abuse
Department of Public Institutions
P.O. Box 94728
Lincoln, Nebraska 68509
(402) 471-2851

Clinical Records Management
Advanced Counseling Techniques
Clinical Supervision
Family Counseling

NEVADA

Single State Agency
Bureau of Alcohol and Drug Abuse
Department of Human Resources
505 East King Street
Carson City, Nevada 89710
(702) 885-4790

Signs and Symptoms of Drug Abuse

State-developed course on the symptomatology and pharmacology of drug abuse, use, dependency, and addiction. For all persons working in substance abuse programs and allied health services.

Funding Alternatives for Community Based Organizations

Developed by WASC, a State-supported center. Course assisting program managers in identifying funding sources and in utilizing them. Target audience--managers and fiscal officers.

Treatment Planning and Case Management

State-developed course for all persons engaged in counseling roles designed to improve counselor knowledge of behavior-oriented treatment planning.

Reality Therapy

State-developed course that introduces the eight steps of reality therapy and the nine steps in psychological growth. For persons engaged in counseling roles.

NEW HAMPSHIRE

Single State Agency

Office of Alcohol and Drug Abuse Prevention
Health and Welfare Building
Hazen Drive
Concord, New Hampshire 03301
(603) 271-4627

New Hampshire Physician Education Program

NEW JERSEY

Single State Agency

Department of Health
Alcohol, Narcotic, and Drug Abuse Control
129 East Hanover Street
Trenton, New Jersey 08608
(609) 292-5760

The Pharmcology of the Psychotropic Drugs of Abuse
Problems of Polyaddiction
Basic Group Interaction: Self Study and Personal Growth Laboratory
Group Dynamics Laboratory
Practices and Principles of Vocational Assessment
Five Approaches to Therapy: An Overview
Perspectives on Alcoholism in Spanish
Alcohol Detoxification Seminar
Perspectives on Alcoholism I: Nature and Extent
Perspectives on Alcoholism II: Special Populations
Alcoholism Counselor Certification/Recertification Workshop
A Potpourri of Contemporary Drug Abuse in America as Seen Through the Media
An Overview of Stimulants and Depressants
Alcoholics Anonymous as a Continuum of Care: Source and Resource
Overview of Treatment Modalities
Adolescents in Residential Drug/Alcohol Settings
Criminal Justice: Basics for Alcoholism Treatment Personnel
Alcohol and the Law
Substance Abuse and the Juvenile Justice System
Issues in Criminal Justice and Rehabilitation
New Jersey Problem Oriented Treatment System (POTS): A Model Treatment Approach
Introduction to Vocational Rehabilitation
Group Facilitation Skills
Counselor Training: Life Skills Processes and Techniques
Advanced Personal Growth Laboratory
Interviewing Techniques for Alcohol Related Problems
Staff Community Workshop for Substance Abuse Personnel
Personal Growth Laboratory "The Positiveness of Difference" Focus on Interracial Transactions
Treating the Resistant Client
Alcoholism Treatment Planning Techniques
Group Facilitation Techniques: Team Building and Ice Breaking Activities
Systemic Counseling
Counseling and Social Work Practice
Basic Attending Skills for Support Staff
Money and Self Concept
Building Self-Esteem in the Human Service Worker
Gestalt Therapy
Client-Centered Therapy
Rational Emotive Therapy
Reality Therapy
Transactional Analysis I: A Theoretical Framework
Transactional Analysis II: Counseling Techniques
Behavior Modification: Training in Self Control Techniques
Family Counseling: An Introduction
Alcoholism and Family Treatment
Family Therapy With Alcoholic Family Systems
Couples/Marriage Counseling During Alcoholic Recovery
Group and Individual Counseling With Children of Alcoholics--Island of Safety
Advanced Family Counseling: A Practicum
Genograms: A Tool for Family Counseling
Games in Your Life
Scripts: Understanding Your Life Plan
Introduction to Client-Centered Therapy

Philosophy of Counseling
Introduction to Gestalt Therapy
Introduction to Rational Emotive Therapy
Philosophy of Counseling
Introduction to Gestalt Therapy
Introduction to Rational Emotive Therapy
Communication With Transactional Analysis
An Afro-American Perspective in Counseling
Puerto Rican History and Culture
Gay Issues in Counseling
Substance Abuse and the Senior Citizen
Assertiveness Training
Historic Overview of Women's Roles and the Implications for Mental Health
Anger and Depression in women
Female Sexuality
Violence in the Family
Removing the Wraps: A Look at the Family Secret of Incest
Marriage and Divorce
Parenting
Communication Between Women and Men
Burnout Syndrome in Alcohol/Drug Treatment Personnel
Fetal Alcohol Syndrome
Alcoholism and the Older American
Sexuality and Recovery From Alcoholism
The Cultural Differentiation of the Black Community
Counseling the Gay/Lesbian Alcoholic
Basic Concepts in Employee Assistance Programming
The Special Needs of the Deaf Alcoholic
An Introduction to Holistic Health Education--The Natural Way
Advance Holistic Health--The Natural Way
Cultural Variables and the Black Experience
Cross-Cultural Issues in Counseling
Crossing Cultural Boundaries
Family Therapy With Hispanic Family Systems
Networking With the Hispanic Community
Hispanic Women in Transition
Counseling From a Hispanic Cultural Perspective: Critical Issues for Individuals Working with Hispanics
Alcoholism Services for Blacks: Factors That Influence Planning and Program Development
An Introduction to Video Equipment and Videotaping Techniques
Understanding Hispanic Culture in Alcoholism Treatment
Stress Management: A Way of Coping
Time Management
Communication in the Organization
Financial Management
Foundations of Program Evaluation
Grantsmanship and Proposal Writing
Third Party Payments
Women in the Organization
Management by Objectives
Alternative Resource Development in the Private Sector: An Introduction
Building Self Image With Adolescents
Adolescent Life Influences
Adolescent and Young Adult Suicide
Developing a Peer Leadership Program for Adolescents: An Overview
Helping Youth Make Responsible Decisions About Their Use of Alcohol and Other Psychoactive Drugs: The Role of the School and the Educator
Knowing Your Community: An Overview of Community Resources and the Process of Networking

NEW MEXICO

Single State Agency
Substance Abuse Bureau
Behavioral Health Services
Health and Environmental Department
P.O. Box 968
Santa Fe, New Mexico 87504
(505) 827-5271

New Mexico Annual Institute on Alcoholism Studies

Held in Silver City, this Institute offers a 5-day program each June for individuals active in the field of substance abuse in the State. It is cosponsored by Western New Mexico University in Silver City.

College of Santa Fe
Social Work Program
St. Michaels Drive
Santa Fe, New Mexico 87501
(505) 473-6384

The College of Santa Fe Social Work Program offers a program in undergraduate social work education leading to either an associate of arts or a bachelor of arts degree. Both programs have course materials from the social sciences and liberal arts. Students preparing to be social workers, mental health workers, community planners, organizers, or other helping persons are involved in actual community service. Field instruction begins in the junior year and ends in the senior year. Many varied opportunities exist for students to experience field placements working with drug-/ alcohol-related problems with a multicultural perspective. Placement possibilities exist in urban areas, mountain villages, and Indian pueblos. The person to contact is Arturo Gonzales.

Alcohol and Drug Abuse

This course presents information regarding the nature of alcohol and other drugs and the use and misuse of these substances in the social milieu. The Social Work Program also offers evening and elective courses to workers in the field, including courses to meet special needs, such as supervision of human services, gerontology, and child abuse and child neglect.

Field Instruction
This course provides the student with the opportunity to work directly in drug-/alcohol-related programs in urban or rural Northern New Mexico. Specific alcohol and drug treament programs are placement possibilities, as is working with treatment specialities in other host agencies.

NEW YORK

Single State Agency
New York State Division of Substance
Abuse Services
Executive Park Box 8200
Albany, New York 12203
Julio Martinez, Director
(518) 457-2061

Working With Adolescents
Counseling From a Black Perspective
Overview of Substance Abuse
Gestalt Therapy in Substance Abuse Treatment
Group Counseling
Family Counselor Development Workshop
The Alcoholic Family System: Its Impact on the Substance Abuser
Client Rights and Confidentiality
Sexuality Issues in Substance Abuse Treatment
Using and Buying Medication Wisely
Vocational Rehabilitation in the Treatment Setting
Interaction Skills and Written Records in Methadone Treatment
Conflict Resolution
Management by Objectives
Gays in Treatment: A Workshop for Substance Abuse Workers
Management Systems
Managing Local Programs: Issues and Approaches
Clinical Supervision
Performance Analysis
Introduction to Consultation
Grantsmanship and Fundraising
Problem-Oriented Clinical Recordkeeping

Therapeutic Approaches to Violence
State-developed course. Through lecture and demonstration, provides practical guidelines for the management of clinically impaired and disruptive clients.

Working With the Resistant Client
This State-developed program will help human service providers break through client resistance by providing a theoretical context for examining resistant behavior, and skill-building to improve analysis and intervention techniques.

The Single Parent Family
This State-developed program helps human service providers to identify the dynamics and problems of these families and to develop effective strategies in providing treatment for substance-abusing clients.

Parenting Skills: Strategies for Counselors
Through roleplay and feedback, offers counselors understanding and skills in facilitating parent-child communications. State developed.

Community-Based Parent Training
Designed for leaders of parenting groups, this program offers information on phases of child development and an examination of different parent/child communication styles. Includes structured exercises on self-assessment of parental attitudes and skill development.

New York works with colleges and universities to secure undergraduate credits for its courses.

The Rochester Institute of Technology and/or St. Joseph's College (Brooklyn) grant undergraduate credit for completion of the following courses by the Bureau:

Assessment Interviewing for Treatment Planning
Counselor Training: Short-Term Client Systems
Women in Treatment II
Overview of Substance Abuse
Puerto Rican History and Culture
Training of Trainers
Vocational Rehabilitation in the Treatment Setting
Family Counselor Development Workshop
Group Counseling
Clinical Supervision
Working With Adolescents

NORTH CAROLINA

Single State Agency
Alcohol and Drug Abuse Services
Division of Mental Health, Mental
Retardation, and Substance Abuse
325 North Salisbury Street
Raleigh, North Carolina 27611
(919) 733-4670

Family Therapy
Developed by a private consultant, this course is aimed at counselors and supervisors.

Counseling From a Cultural Perspective
Course, developed by the Northeast Regional Support Center, that explores and provides a definition of the misconceptions and prejudices, both programatic and individual, affecting a minority counseling situation.

NORTH DAKOTA

Single State Agency
Division of Alcoholism and Drug Abuse
Department of Human Services
State Capitol Building
Bismarck, North Dakota 58505
(701) 224-2769

OHIO

Single State Agency
Bureau of Drug Abuse
Ohio Department of Mental Health
65 South Front Street, Suite 211
Columbus, Ohio 43215
(614) 466-7893

The Union for Experimenting Colleges and Universities
P.O. Box 85315
Cincinnati, Ohio 45201
(513) 621-6444

This University Without Walls/Cincinnati is one site of a nationwide baccalaureate program developed by The Union for Experimenting Colleges and Universities. The Union is both a consortium of institutions dedicated to experimentation in higher education and a degree-granting institution. Both the undergraduate program, University Without Walls, and the Ph.D. program, the Union Graduate School, were conceptualized during the late 1960s and received candidacy for accreditation status from North Central Association in 1972 and 1974.

The University Without Walls concept, pioneered by The Union, recognizes the credit validity of prior learning as well as learning outside the classroom. Each learner's program is individually developed, incorporating a variety of learning experiences and a significant project addressing a social relevant problem.

Interested drug abuse personnel in Ohio should write directly to The Union at the above address for further information.

OKLAHOMA

Single State Agency
Drug Abuse Program
Department of Mental Health
P.O. Box 53277
Oklahoma City, Oklahoma 73105
(405) 521-0044

Claremore College
Drug Abuse Services
College Hill
Claremore, Oklahoma 74017
(918) 789-2736

Claremore Junior College, through a grant from the Oklahoma Department of Mental Health, Drug Abuse Services Division, offers one postsecondary-level course that is taught through the sociology division of the college. It is offered at least once every 2 years. For further information, contact Larry Rice.

Fundamental Facts and Insights About Substance Abuse
This is a 16-week course that is designed to provide basic and up-to-date information about the substance abuse phenomenon.

Southeastern Oklahoma State University (SOSU)
Sociology Department/Drug Abuse Section
P.O. Box 4190
Durant, Oklahoma 74701
(405) 924-0121

A grant from the Oklahoma State Drug Abuse Division provides for regional coordination of drug abuse training at SOSU. For more information, contact Lyndon Bohanan.

Community Approach to Drug Abuse and Prevention
This 5-day, 10-module seminar focuses on the pharmacological and physical aspects of drug misuse and abuse. It also presents a community medical emergency guide to drug overdose.

Drug Abuse Investigation and Control in the Community
This 16-week (2 days a week) course is designed to familiarize interested individuals with the problem of illicit drug use. Treatment, enforcement, prevention, and investigation will be examined as a guide for teachers and paraprofessionals. The course carries 3 hours of university credit in sociology.

OREGON

Single State Agency
Office of Programs for Alcohol
and Drug Problems
Mental Health Division
2575 Bittern Street, N.E.
Salem, Oregon 97310
(503) 378-2163

Alcohol Use, Misuse, and Addiction

A basic State-developed course designed for entry-level substance abuse workers, this course, "Alcohol 101," provides information related to the physiological effects of alcohol and promotes a holistic approach to alcohol problems.

Basic Training for Detoxification Technicians

A nontrainer-dependent, State-developed course for detoxification workers.

Client Record Management

A State-developed course that provides information and motivation to maintain client records that at least meet Federal and State standards.

Drug Use, Misuse, and Addiction

A companion to "Alcohol 101," this State-developed course describes the physiological effects of drugs and drug combinations.

PENNSYLVANIA

Single State Agency

Department of Health
Office of Drug and Alcohol Programs
Division of Training and Prevention
2101 North Front Street
Building #1
Harrisburg, Pennsylvania 17120
(717) 783-8200

Family Systems Training
Testing the Tests--What Are They Really Saying?
Human Effectiveness Training
Adventures in Attitudes
Basic Public Relations for the Drug and Alcohol Agency
Executive Management Training in Program and Fiscal Development
Basic Fundraising for Social and Human Service Agencies
Crisis Intervention
Diagnosis and Evaluation
Updating Treatment Plans
Screening and Referral
Families First: Introductory Workshop
Gestalt Therapy

RHODE ISLAND

Single State Agency

Division of Substance Abuse
Rhode Island Medical Center
General Hospital, Building J
Cranston, Rhode Island 02920
(401) 464-2091

Introduction to Substance Abuse Services in Rhode Island, Parts I, II, and III

Part I of this course is an overview of the services in the State. Part II, Psychopharmacology, compares various drugs of abuse, interaction between alcohol and drugs of abuse, etc. Part III, Alcoholism, describes the nature of alcohol and its effects, the disease of alcoholism, and treatment, among other subjects.

Understanding the Treatment Alternatives to Street Crime Program and The Criminal Justice System

Workshop for clinical supervisors, counselors, and other direct service providers. Covered are issues specific to the client in drug counseling who is a criminal offender.

Counseling I (Skills)

Course designed to introduce the counselor to the basic skills necessary for counseling.

Counseling II (Short Term Client Systems)

Provides participants with additional skills in the areas of empathy, values, attitudes exploration, and problem solving.

Counseling II (Developing the Relationship)

Course designed to help the counselor further develop self-understanding and a variety of skills effective in helping substance abusers, among other topics.

Counseling III (Introduction to Theories)

Designed to help the counselor gain a basic understanding of the major theories and approaches to counseling, and to provide a foundation for further exploration of theoretical issues and considerations in counseling.

Other courses offered include:

Theories and Techniques of Counseling
Group Counseling Workshop
Family Counseling Workshop
Counseling of Women: Not for Women Only
Loss and Grief as It Relates to Substance Abuse
Vocational Counseling

SOUTH CAROLINA

Single State Agency

South Carolina Commission on Alcohol and Drug Abuse
3700 Forest Drive
Columbia, South Carolina 29204
(803) 758-2183

Assertive Training

This course is designed to provide alcohol and drug personnel with the opportunity to improve their own assertive skills and to apply assertive communication skills to client/counselor situations.

Basic Family Dynamics

This 4-day course looks at family dynamics from a systems perspective. Family communication networks, boundaries, rules, and roles are explored.

Stress Management

This course is designed to afford alcohol and drug staff the opportunity to assess their psychosocial, bioecological, and personality sources of stress and to design a stress management program that is responsive to their individual needs.

Alcohol and Drug Use: Concepts and Contradictions

This course will provide basic information on the pharmacological effects of drugs and the interaction of alcohol and drugs, and will examine dependency from a physical, psychological, and sociocultural perspective.

Intermediate Group Skills (Andragogy)

Through the use of adult learning theory, the development, maintenance, and termination of groups will be explored. A problem-finding/problem-solving model (climate setting, mutual planning, assessment of needs, objective setting, design, implementation, and evaluation) will be used to experience various aspects of task and process dynamics within groups.

Grief in the Helping Process

This course looks at stages of grief, attitudes toward loss and grief, and techniques and skills necessary to facilitate the grief process.

Intervention Client Management

This course for intervention specialists focuses on identifying and maintaining systems of intervention, public information, assessment, and case management functions within the intervention process.

South Carolina School of Alcohol and Drug Studies

A week-long basic course designed to meet the needs of professional and nonprofessional people. The program provides the facts necessary to understand the field of substance abuse and to develop and implement strategies for dealing with these problems in the community. Issues and attitudes about alcohol and drug abuse are explored. Graduate, undergraduate, CEU, and teacher recertification credits are available.

Working Conference on Alcohol and Drug Use and Abuse and the Religious Community

This is a working conference on alcohol and drug use and abuse for ministers and lay leaders of all denominations and workers in the alcohol and drug abuse field. It is sponsored by the South Carolina Committee on Pastoral Care in Alcohol and Drug Abuse to promote understanding of the church's prevention and treatment role in alcohol and drug programs.

Medical University of South Carolina
Department of Psychiatry and
Behavioral Sciences
171 Ashley Avenue
Charleston, South Carolina 29403
(803) 792-2851

The Drug Abuse Training Program for Medical Professionals represents integration of a core content of drug abuse material into required basic science and clinical courses and enrichment of the basic curriculum with elective and clerkship experiences designed to provide indepth training in drug abuse service and research. Program goals are to facilitate enlightened understanding; improve clinical skills; promote willingness to become involved in service, teaching, research, and community management of drug abuse problems among health care professionals; and ultimately to reduce the severity and incidence of drug-related medical and psychosocial complications.

The courses offered by the program include--

Special Summer Elective in Alcohol and Drug Abuse
Community Service Elective in Alcohol and Drug Abuse
Nursing Action in Regard to Substance Abuse
Psychiatry Core Rotation/Substance Abuse
Advanced Workshop for Health-Care Professionals
Research Elective in Alcohol/Drug Abuse

SOUTH DAKOTA

Single State Agency
Department of Health
Division of Alcohol and Drug Abuse
Joe Foss Building, Room 119
Pierre, South Dakota 57501-9975
(605) 773-3123

Nurses and Legal Drugs

Course developed by the State to familiarize nurses and other hospital personnel with prescription drugs and their effects on the patient.

Counselor Training: Short-Term Client Systems
This NDACTRD course was adapted to meet the specific needs of the Native American population in the State. The tape was revised on an Indian reservation to be more authentic to problems often encountered in a rural, Native American environment.

The SSA has combined its training program with the University of South Dakota Alcohol and Drug Studies Program. All of the NDACTRD courses offered by the STSP may be trained through the University for undergraduate credit in Allied Health Sciences.

TENNESSEE

Single State Agency
Division of Alcohol and Drug Abuse Service
505 Deaderick Street
James K. Polk Building
Nashville, Tennessee 37219
(615) 741-1921

Drugs in Perspective is being offered at Jackson State Community College in Jackson, Tennessee, for 3 credit hours.

TEXAS

Single State Agency
Drug Abuse Prevention Division
Department of Community Affairs
210 Barton Springs Road
Austin, Texas 78704
(512) 475-6351

Substance Abuse/Probation: Identification and Assessment
Designed to assist probation officers and drug counselors to identify probationers who might be involved in excessive drug use. Includes information on drug pharmacology, identifying drug-related behaviors, and making appropriate and timely referrals. State developed.

Cultural Awareness
Designed to increase the awareness and appreciation of the various ethnic and cultural groups served by the programs in the State of Texas. Based on the idea of increasing cultural understanding by all groups of other groups with whom they associate and live. State developed.

SouthWest Training Institute
801 North Stanton
Second Floor
El Paso, Texas 79902

SouthWest Training Institute (SouthWest) is a nonprofit, tax-exempt organization incorporated in the State of Texas and funded after a grant award from NIDA/MNTS. The major focus of SouthWest is to provide avenues for the upward mobility and/or career development of frontline counselors employed by substance abuse programs through its training program. In addition, SouthWest is funded to upgrade the level of skill development for management staff and/or staff members presently in low-level positions who have the potential of obtaining managerial positions with the proper training. SouthWest's specialized nontraditional training, which addresses the areas identified in the Training Needs Assessment, has been academically accredited by 29 colleges and universities in 13 States. SouthWest's approach is to design, develop, and implement culturally relevant multidimensional training modules with integrated audiovisual media. SouthWest's nontraditional curriculum has been utilized by some of the colleges/universities which have awarded academic credit hours in two forms--some schools have integrated SouthWest's training materials into their existing course content or have developed additional substance abuse courses in addition to their own curriculum. In addition to the multidimensional modularized instruction that is delivered regionally, SouthWest also designs and develops training packages to be delivered to local social service organizations, educators, and parents. The modularized packages for these populations are also heavily media-oriented, culturally relevant, and bilingual. Local training is also delivered to rural communities, El Paso Community College Human Services students, and the University School of Nursing. For additional information, contact Arturo Franco, Executive Director.

Frontline Counselor Program
The program is specifically designed to afford counselors the necessary skills and knowledge for upward career mobility, to assist them in meeting their State's certification standards, and to orient them to an academic environment so they can further pursue their education.

Management and Supervision
The Management and Supervision curriculum is designed and geared toward members of the Chicano population who have the potential to fill higher positions, but have become stagnant due to a lack of managerial

skills. SouthWest is entering the second year of training on this grant, which consists of centralizing personnel who are employed by substance abuse programs three times per year.

UTAH

Single State Agency
Division of Alcoholism and Drugs
150 West North Temple
Salt Lake City, Utah 84110
(801) 533-6532

Client Management
Three-day course focusing on recordkeeping, case histories, interviewing techniques, and rationale and design for keeping accurate client files as part of the therapeutic process. State developed.

Evaluation Workshop
Two-day course developed by the State. The objective of this course is to provide trainees with the skills necessary to develop outcome-oriented POME statements. The training is designed to establish a measurement system for persons submitting proposals to the State Division.

Group Therapy
Five-day, State-developed program which concentrates on stages of group development, establishing a contract with the group, screening and formation, leadership issues, fight, flight, dependence boundaries, what to look for in groups, and issues of termination.

Family Therapy
Five-day, State-developed course offering trainees an opportunity to look at the various dynamics involved in doing family therapy.

Human Sexuality/Treating Sexual Dysfunction
Five-day, State-developed course. The first 3 days involve developing an awareness of various issues relating to human sexuality. The last 2 days cover therapeutic techniques in working with sexually dysfunctional clients.

University of Utah
Salt Lake City, Utah

Substance Abuse Information for Physicians
This course focuses on the identification of alcohol abuse and alcoholism, and looks at the utilization of other professionals in the medical field, such as nurse practitioners and primary care providers. The training is targeted at physicians statewide.

Basic Drug Abuse and Alcohol Information for Nurse Practitioners
This course is designed to give nurse practitioners additional information and skills to better handle substance abuse situations, specifically in rural areas. It is part of the normal School of Nursing curriculum.

VERMONT

Single State Agency
Alcohol and Drug Abuse Division
Agency of Human Services
103 South Main Street
Waterbury, Vermont 05676
(802) 241-2170

Professional Burnout
A 1-day workshop to help participants identify symptoms of burnout in themselves and begin to plan strategies to deal with preventing or alleviating burnout. Modification of a design supplied by Jennifer Caputo and Dr. Leroy Sapniol.

Human Relations for Secretaries
State-developed, 1-day workshop to improve human relations skills involved in spoken interactions for clerical and secretarial staff in human services agencies.

Other courses offered include--

SRS Orientation
Prevention Skills
Counselor and Communication Effectiveness Workshop

VIRGINIA

Single State Agency
Virginia Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, Virginia 23214
(804) 786-5313

Virginia Commonwealth University
Alcohol Drug Education/Rehabilitation Program

Drugs in Perspective
Counseling Alcoholic Clients

Problem Oriented Record Systems
Training for treatment staff in problem-oriented recordkeeping of client records. (Participant manual.) Length: 2 days.

Interagency Collaboration
Training for all levels of substance abuse local program staff in interagency-collaboration strategies. (Trainer and participant manual.) Length: 2-3 days.

Occupational Programing
Training for industrial and substance abuse local program management as an overview of options in developing referral programs for troubled employees. (Trainer outline.) Length: 2 days.

Program Planning and Evaluation
Training for administrators and program planners/developers/supervisors in techniques of program planning and program evaluation. (Trainer outline.) Length: 6 days.

Social Competency Treatment Planning
Training for treatment staff as an introduction to the social competency treatment planning model. (Trainer outline.) Length: 2-3 days.

Prevention Programing
Training for local substance abuse prevention personnel in program planning and strategies for prevention. (Trainer outline.) Length: 2 days.

Group Facilitation
Training for local substance abuse treatment personnel for skills practice in group facilitation. (Trainer outline.) Length: 1 day.

Communications Workshop
Training for local substance abuse program personnel in basic communication skills. (Trainer outline.) Length: 1 day.

Team-Building
Training for local substance abuse programs in developing a team spirit among staff. (Trainer outline.) Length: 1 day.

Stress Management
Training for local substance abuse program personnel in preventing and dealing with job-related stress. (Trainer outline.) Length: 3 days.

Assertiveness Training
Training for local substance abuse program personnel in basic assertiveness techniques. (Trainer outline.) Length: 1 day.

Advanced Communication Skills
Training for local substance abuse program personnel in advanced communication skills. (Trainer outline.) Length: 1 day.

Family Therapy
Training for local substance abuse treatment personnel in the theories and skills of family therapy. (Trainer outline.) Length: 3 days.

Alcoholism: Diagnosis, Intervention, and Referral
Training for human services treatment personnel in disease concepts and medical complications of alcoholism; alcoholism and drugs, emotional/social symptomatology; skills in intervention strategies and treatment/referral decisions, etc. (College course.) Length: 2 days.

Alcoholism: Differential Diagnosis and Short Term Treatment
Training for treatment personnel in theory and skills training in the use of Reality Therapy, Transactional Analysis, and Rational Emotive Therapy for treatment with alcoholic individuals. (College course.) Length: 2 days.

Alcoholism: Family Therapy for Alcohol and Substance Abuse Problems
Training for treatment personnel in family systems-basic concepts; family simulations-skills in interviewing; treatment of families with an alcoholic member; treatment of family with polydrug-using child; program management issues pertinent to family treatment. (College course.) Length: 3 days

Counseling the Deaf and Hearing Impaired
Training for local substance abuse personnel to provide orientation of service providers to special problems of hearing-impaired persons in communication and training in basic communication skills. Length: 3 days.

Training for deaf potential clients to provide consumer education of hearing-impaired people to seek, ask for, and receive equal services from the local mental health and substance abuse centers. (Trainer outline.) Length: 3 days.

Parent-Adolescent Communications
Training for families in basic communcation and problem-solving skills. (Trainer manual.) Length: 4 2½-hour sessions.

Prevention Evaluation Workshop
Training for experienced substance abuse prevention personnel in practical and theoretical concerns in evaluating prevention activities. (Trainer outline.) Length: 3 days.

Prevention Models
Training for experienced substance abuse prevention workers to enable them to develop specific prevention models. (Trainer outline.) Length: 3 days.

Prevention Networking
Training for prevention personnel in networking theory and practice. (Trainer outline.) Length: 3 days.

Drugs in Perspective (Modification)
Retains the original objectives of the original version but revised the order of modules and methodologies used to present the material. Prevention module comes earlier, before treatment module. Intervention module added between prevention and treatment modules. Pharmacology lecture presentation decreased and dispersed over 2 days. Experiential material added. (Trainer outline.) Length: 5 days.

Training of Trainers (Modification)
Revised to include material on needs assessment and behavioral objectives. Training design and evaluation material expanded. (Trainer outline.) Length: 5 days.

The Manager's Role in Staff Development and Training
Presents a systematic strategy for developing and implementing staff development and training. Plans in local substance abuse programs. (Participant manual and trainer outline.) Length: 1-2 days.

Clinical Supervision in Family Therapy
A series of clinical supervision sessions oriented to practitioners of family therapy in local substance abuse programs. (Trainer outline.) Length: 9 days.

The Evaluation and Management of Simple Intoxication
A course offered as a followup to advance EMT training to assist personnel in public inebriate programs in evaluating and managing simple intoxication. (Trainer outline.) Length: 3 days.

WASHINGTON

Single State Agency
Department of Social and Health Services
Office of Drug Abuse Prevention
OB-44W
Olympia, Washington 98504
(206) 753-5866

WEST VIRGINIA

Single State Agency
Department of Health
Alcohol and Drug Abuse Program
State Capitol
Charleston, West Virginia 25305
(304) 348-2276

Social Seminar: Human Relations Training
One-week course focusing on communications and interaction skills

DUI Safety and Treatment Program Instructor Training Course
Three-day course developed by the West Virginia SSA and the National Safety Council. The course focuses on skills needed for training and administering local DUI programs.

WISCONSIN

Single State Agency
Bureau of Alcohol and Other Drug Abuse
1 East Wilson Street
Madison, Wisconsin 53702
(608) 266-2717

Chapter 193 Training Package
This course focuses on interviewing skills and assessing people who are arrested DWI, utilizing the State assessment tools. It was developed by the Wisconsin Bureau of Alcohol and Other Drug Abuse.

Wisconsin Clearinghouse for Alcohol and Other Drug Information
University of Wisconsin Hospital and Clinics
1952 East Washington Avenue
Madison, Wisconsin 53704
(608) 263-2797

The clearinghouse, a statewide and national publications agency, offers services to councils, public schools, criminal justice personnel, all groups working in the chemical abuse field, and the public at large. The aims of the clearinghouse are to prevent chemical abuse through information and education; to gather and evaluate materials already in use; to create new ones to fill the unmet needs of particular groups; to provide training, information dissemination, ideas, and technical assistance in the use and evaluation of materials to professionals in the area of alcohol and other drug abuse; and primary prevention.

WYOMING

Single State Agency
Office of Substance Abuse
Division of Community Programs
Hathaway Building, Room 451
Cheyenne, Wyoming 82002
(307) 777-7115

Learning About Me
State-developed course. A kindergarten through 12th grade effective education course designed for teachers and teacher trainers.

GUAM

Single State Agency
Guam Mental Health and Substance Abuse Agency
P.O. Box 20999
Guam, Mariana Island 96921

Facts About Drug and Alcohol Abuse (FADAA)
A State-developed course that is a general orientation to drug and alcohol use and abuse relevant to Guam and to the pharmacology of drugs and strategies for prevention. The course is specifically for government employees.

FADAA for Supervisors
This is a slightly condensed version of FADAA with an additional module on the supervisor/management role and employees assistance program description. It has been used by several Government of Guam departments as the first step in implementing an employees assistance program.

PUERTO RICO

Single State Agency
Department of Addiction Control Services
Rio Piedras Station
P.O. Box B-Y
Rio Piedras, Puerto Rico 00928
(809) 763-8957

Community Involvement
NDATUS
Interpersonal Relationship
Basic Skills in the Helping Process
In-Service Training for Entry Level Personnel
Behavior Modification
Workshop in Evaluation
School Vandalism Related to Drug Addiction
Orientation on Prevention Programs to Teachers at the Department of Education
Rational and Emotive Therapy

The following courses are offered to personnel working at the treatment programs by University Professions, in conjunction with the University of Puerto Rico, through the Training Program to Develop Intervention Skills in the Psychology of Drug Abuse Project. This project is funded by NIDA and has been implemented by the Psychology Department of the State University. The courses are--

Reality Therapy
Reality Therapy Applied in Supervision
Behavior Modification
Crisis Intervention
Goal Therapy

VIRGIN ISLANDS

Single State Agency
Division of Mental Health, Alcoholism, and Drug Dependency
P.O. Box 7309
St. Thomas, Virgin Islands 00801
(809) 774-7265

Client Management and Problem-Oriented Recordkeeping System
The course focuses on training staff in client recordkeeping, assessment interviewing, treatment planning, and use of the functional analysis of behavior.

SECTION 4

CONSULTANTS

This section lists individuals who are available to provide consultative services in the field of drug abuse training. The information was submitted by State Training Coordinators or by the individuals themselves. Not every State is represented.

The list shows whether a person consults (C) or trains (T) and in which subject areas. It also indicates willingness to travel. Since it is not possible to include highly detailed and varied information about each person, it is suggested that the Guide by used only for preliminary identification and that users follow up with calls or letters.

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
ARIZONA															
Steve Braun 7125 East Second Street Scottsdale, Arizona 85251 (602) 949-9434			T/C												
Marge Cattey 1320 West Tenth Street Tempe, Arizona 85281						T/C									
Mark Clark c/o CODAC 151 South Tucson Boulevard Tucson, Arizona 85716 (602) 327-4505									T						
Juan Davila 107 East Kathleen Road Phoenix, Arizona 85022 (602) 863-0464			T												
James Fausel 8338 East Burena Terra Scottsdale, Arizona 85253 (602) 949-8472			T/C												

Consultant	Networking	Credentialing and career mobility	Program planning mgt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area: Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	Availability: In-State only	Interstate	Interregion
Dale Fogelstrom Tucson General Hospital 3838 North Campbell Avenue Tucson, Arizona 85717 (602) 327-5431			T												
Thomas Grimes, Director Personnel Consulting Arizona Hospital Association, Inc. 4202 East Raymond Street Phoenix, Arizona 85040 (602) 243-6621			T/C												
Kris Hicks Melody Tucker Division of Behavioral Health Services Bureau of Community Services 2500 East Van Buren Phoenix, Arizona 85008 (602) 255-1240; 255-1238					T/C T/C										
Michael Kelly Division of Behavioral Health Services Bureau of Community Services 2500 East Van Buren Phoenix, Arizona 85008 (602) 255-1287											T				
Toni Ketcios Fred Romero Joe Patterson Division of Behavioral Health Services Bureau of Community Services 2500 East Van Buren Phoenix, Arizona 85008 (602) 255-1233; 255-1287; 255-1238						T/C T T									
Gardenia King P.O. Box 95, Navajo Nation Window Rock, Arizona 86515					C/T	T					C/T				
Byron Kunisawa 316 West McDowell Phoenix, Arizona 85003 (602) 299-1486			T/C		T/C	T/C					T/C				
Dr. Shitala Mishra (Instrumentation) 7470 East Rio Verde Drive Tucson, Arizona 85715 (University of Arizona) (602) 626-2349					T										

							Special skill/knowledge area						Availability		
Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Gary Peters c/o 4500 East Sunrise #F12 Tucson, Arizona 85718 (602) 299-1486					C										
Mark Sharfman 1207 East Silver Tucson, Arizona 85719 (602) 884-0086			T/C												
Myrna Spicer (Health & Wellness) 1108 East Diana Avenue Phoenix, Arizona 85020					T										
Erica Wittenberg 808 North Seventh Street Scottsdale, Arizona 85257 (602) 946-7029									T						
CALIFORNIA															
Alicia Dondero, Ph.D. 518 East Pedregosa Santa Barbara, California 93103 (805) 654-3431					C/T						C/T				
Ann Medicine Office of Graduate Studies and Research Building #1 Stanford University Stanford, California 94306 (415) 497-2496					C/T						C/T				
Patrick Ogawa 16916 South Catalina Avenue Gardena, California 90247 (213) 293-6284					C/T						C/T				
Charlene Ortiz National Hispanic Congress on Alcoholism California Commission on Alcoholism for Spanish Speaking 731 J Street Sacramento, California 95841 (916) 443-5473					C/T						C/T				

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
COLORADO															
Ward Churchill Director, AI-EOP Campus Box 135 CU/Boulder Boulder, Colorado 80309 (303) 492-8241					C/T						C/T				
Fred W. Garcia State Prevention Coordinator Alcohol and Drug Abuse Division Department of Health 4210 East 11th Avenue Denver, Colorado 80220 (303) 320-6137, ext. 387					C/T						C/T				
Dora-Lee Larson 1484 Wicklow Boulder, Colorado 80303 (303) 441-3690					C/T						C/T				
CONNECTICUT															
James (Jimmy) E. Jones 286 James Street New Haven, Connecticut 06513 (203) 776-2238					C/T						C/T				
Sue Vande Venter c/o Systems Management Associates 1211 Chapel Street New Haven, Connecticut 06511 (203) 436-0010					C/T						C/T				
Charles Williams Adult Program Coordinator The Consultation Center 19 Howe Street New Haven, Connecticut 06511 (203) 789-7645			C/T	C/T	C/T						C/T				
DELAWARE															
Fran DiDomenicis 152 Fairway Road Newark, Delaware 19711 (302) 368-2998		C		C/T		C/T	T	T						●	
Andrew Corbett 1201 Stinsford Road Newark, Delaware 19711 (302) 366-1328				T			T	T							

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
James Huard RE/RW Building 1901 North duPont Highway New Castle, Delaware 19720 (302) 421-6111						T									
Bruce Lorenz 135 North Railroad Avenue Georgetown, Delaware 19947 (302) 856-5486				T			T	T							
Walter McCann 1001 South Bradford Street Dover, Delaware 19901 (302) 736-4326				T				T							
Stephen Moores 2300 North Baynard Boulevard Wilmington, Delaware 19802 (302) 571-6974			T	T	C/T	C/T		T							
Paul E. Poplawski 309 Capitol Trail Newark, Delaware 19711 (302) 368-8125	C	C	C	C/T		C/T	T	T							●
Chuck Reilly 1010 Red Lion Road New Castle, Delaware 19720 (302) 834-1194			C												
Janice Sneed 1329 Washington Street Wilmington, Delaware 19801 (302) 428-2101; 453-8568				T			T								
DISTRICT OF COLUMBIA															
Vonneva Pettrigrew 1722 A Street, S.E. Washington, D.C. 20003 (202) 889-8773					C/T						C/T				
FLORIDA															
Julius Jackson SMA P.O. Box 1785 Miami, Florida 33055 (305) 634-5201			T			C/T	T	T		T	T				●

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
IDAHO															
Robin Dodson, Ph.D. College of Pharmacy Idaho State University Pocatello, Idaho 83209 (208) 236-3913							C	C	C						
Raymond Eagle P.O. Box 1759 Orofino, Idaho 83544 (208) 476-7649				T											
Shirley Eagle P.O. Box 1759 Orofino, Idaho 83544 (208) 476-7649						T						T			
Jerry Engstrom, Ph.D. 4529 Foothill Drive Boise, Idaho 83703 (208) 345-9669			C												
Marty Estrel 1778 Raintree Boise, Idaho 83702 (208) 336-9789			T												
Tina Kircher, M.A. 615 East Jefferson Boise, Idaho 83702 (208) 343-4699					T/C	C	T					C			
Joe Marmo, M.A. P.O. Box 1111 McCall, Idaho 83638 (208) 634-2151				T											
Dee Reinholt 187 East 13th Idaho Falls, Idaho 83401				T			T	T				T			
Jerry Taylor, M.S. 332 North Seventh Pocatello, Idaho 83201 (208) 233-5412		C					T								
Sister Stephanie Wardle Alcoholism Council of Southwest Idaho 1615 West State Street Boise, Idaho 83702 (208) 344-7801								T				T			

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
ILLINOIS															
Iris Bruno, Director Adult Education International University 2529 West Division Street Chicago, Illinois 60622 (312) 486-8600					C/T						C/T				
KANSAS															
Anita (Brandy) Arkeketa 745 Connecticut, #4 Lawrence, Kansas 66044 (913) 841-0549 (after 5 p.m.)					C/T						C/T				
L.C. Smith 7840 Everett, #8 Kansas City, Kansas 66112 (913) 299-6571		C	C/T	C/T	C/T	C/T	C/T	T	C	C	C/T	C	●	●	●
MASSACHUSETTS															
June R. Cooper Project Director Community Training and Resource Center 55 Dimock Street Roxbury, Massachusetts 02119 (617) 445-6045					C/T						C/T				
Carlotta James Division of Drug Rehabilitation Department of Mental Health 160 North Washington Street Boston, Massachusetts 02114 (617) 727-8617					C/T						C/T				
Leslie Kim 62 Atherton Road Brookline, Massachusetts 02146 (617) 566-4149					C/T						C/T				
MICHIGAN															
Carole Cooper Institute for Identity Development P.O. Box 141 Flint, Michigan 48501 (313) 653-8821	C/T							C/T							

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	Availability In-State only	Interstate	Interregion
Norman P. Johnson, Ph.D. Program Director Physicians' Assistants Program Western Michigan University Kalamazoo, Michigan 49008 (616) 383-6118; 383-1636				C/T		C	C/T	C/T	C/T						
MINNESOTA															
Etholyn Butter M.I.B.C.A. 2616 Nicollet Avenue South Minneapolis, Minnesota 55407 (612) 871-7878											C/T				
Jimmy Evans Minneapolis Community College 1501 Hennepin Avenue Minneapolis, Minnesota 55403 (612) 341-7004											C/T				
Ron Head Minnesota Chemical Dependency Program Division 658 Cedar Street Centennial Building St. Paul, Minnesota 55155 (612) 296-4606											C/T				
Eva L. Olson American Indian Project School of Social Development Marshal W. Alwertha Hall, Room 295 University of Minnesota Duluth, Minnesota 55812 (218) 726-8866; 726-7245					C/T						C/T				
Leroy Strong Minneapolis American Indian Center 1530 East Franklyn Minneapolis, Minnesota 55404 (612) 871-6877											C/T				
MISSOURI															
Sandra Eveloff 3558 Pennsylvania Kansas City, Missouri 64111 (816) 531-6966			C/T	T		C/T						C/T			●
William Harvey, Ph.D. 2305 St. Louis Avenue St. Louis, Missouri 63106 (314) 241-5472					C/T						C/T				

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Fred S. Mazzie 401 West 61st Terrace Kansas City, Missouri 64113 (816) 523-2703	C	C	C	T		C/T		T				C	●	●	●
MONTANA															
Jim Burgess Staff Development Director Boulder, Montana 59632			T												
Dr. Rowan W. Conrad Executive Director Consulting and Educational Development Service, Inc. P.O. Box 7158--1408 Catlin Missoula, Montana 59801 (406) 543-3550; 721-2969			T/C	T/C		T/C									
Bob Deaton Associate Professor Department of Social Work University of Montana Missoula, Montana 59801 (406) 243-5533		T/C		T/C											
Dennis Duncan Big Fork, Montana 59991 (406) 837-5418 (office) (406) 837-4377 (home)				T/C			T/C								
Kay Flinn Alcohol and Drug Abuse Division Department of Institutions 1539 11th Avenue Helena, Montana 59601 (406) 449-2827				T											
Lonnie Green Metamorphosis 210 North Higgins, Suite 231 Missoula, Montana 59801 (406) 549-5254			T												
Rod Gwaltney P.O. Box 4215 Helena, Montana 59601			T	T						T		T			
Dr. Chris Helmer-Furtak 2928 West Babcock Bozeman, Montana 59715				C/T											
Andy Hudak P.O. Box 7158 Missoula, Montana 59801				C/T											

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Bob Marsenich Metamorphosis--A Center for Change 210 North Higgins, Suite 231 Missoula, Montana 59801 (406) 549-5242			T												
Anita Matt Polson, Montana 59860				T											
Dr. George Rice Montana State University Bozeman, Montana 59715				T											
Gracia Schall P.O. Box 7158 Missoula, Montana 59801				T											
Jim Scott Director of Contracted Services Southwest Mental Health Center 801 North Last Chance Gulch Helena, Montana 59601 (406) 442-0310				T/C											
Barbara Sene Southcentral Mental Health Services Butte, Montana				T											
Terry Stanclift 1539 11th Avenue Helena, Montana 59620			T	T											
Lorrie Steerey P.O. Box 194 Joliet, Montana 59041 or School of Business Montana State University Bozeman, Montana 59715 (406) 994-4995			T/C												
Les Tanberg c/o Mountain Bell Telephone Co. Helena, Montana 59601			C	C											
John Weida Lighthouse Drug Program Galen State Hospital RFD #1--Galen Deer Lodge, Montana 59722 (406) 693-2281, ext. 3265				T											

							Special skill/knowledge area						Availability		
Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
NEVADA															
Bill DeWitt, M.A. Meri Shadley, M.A. Kaleidoscope 2085 Gridley Avenue Reno, Nevada 89503 (702) 747-1809				T/C T	T/C										
NEW JERSEY															
Dr. Marilyn Aguirre 194 Christie Heights Leonia, New Jersey 07605 (201) 592-6366											C/T	C/T			
James T. Beal Intercultural Worlds, Ltd. 11 Pierson Place Glen Ridge, New Jersey 07028 (201) 748-8504					C/T						C/T				
Gerald Jackson 77 South Munn Avenue, Suite 103 East Orange, New Jersey 07018 (201) 674-1997					C/T						C/T				
Yvonne Pagan 129 East Hanover Street, CN 362 Trenton, New Jersey 08625 (609) 292-4413											C/T				
NEW MEXICO															
J.P. Larson (New Moon Consultants) Box 4914 Albuquerque, New Mexico (505) 294-2532	C		C/T	C/T	C/T	C/T		T	C	C	C	C			●
Jeffrey J. Trujillo State Prevention Coordinator BHSD, Health & Environment Dept. Substance Abuse Bureau P.O. Box 968 Santa Fe, New Mexico 87503 (505) 827-5271, ext. 387					C/T						C/T				

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
NEW YORK															
Lilliam Camejo Center for Family Counseling Services 868 Hunts Point Avenue Bronx, New York 10474 (212) 542-6130					C/T						C/T				
Kirby Edmonds 209½ Esty Street Ithaca, New York 14850 (607) 277-3401		C/T	C/T	C/T	C/T	C/T		C/T			C/T	C/T			●
Luis Hernandez LUCHA 440-6 East 116th Street, 3rd Floor New York, New York 10029 (212) 289-1004					C/T						C/T				
David Hui Immigrant Social Service, Inc. 137 Henry Street New York, New York 10002 (212) 571-1840					C/T						C/T				
NORTH CAROLINA															
Sehwan Kim Charlotte Drug Education Program 1416 East Morehead Street Charlotte, North Carolina 28204 (704) 374-3211					C/T						C/T				
OHIO															
Elise M. Ellic 3653 East 154th Street Cleveland, Ohio 44115 (216) 752-0803			T								T				
Julie Harmon Open Door Clinic 237 East 17 Avenue Columbus, Ohio 43201 (614) 294-6337				T			T					T			
Christopher Kloth Coordinator of Special Services Ohio Adult Parole Authority 1050 Freeway Drive, North Columbus, Ohio 43229 (614) 466-5505 (office) (614) 895-7962 (home)	C/T		C/T	T						C/T					●

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Emizie Abbott, Jr. 25400 Rockside Road, #417 Bedford Heights, Ohio 44116 (216) 439-4842					C/T						C/T				
OKLAHOMA															
Jay Whitecrow TICADA 304 South Trenton Tulsa, Oklahoma 74120 (918) 587-5111					C/T						C/T				
PENNSYLVANIA															
Thomas H. Stecher Addictions Prevention Network Sixth and Olive Streets Media, Pennsylvania 19063 (215) 565-4880, ext. 72	C			C	C	C	C	C	C						
Sala Udin 2012 Centre Avenue Pittsburgh, Pennsylvania 15219 (412) 281-5080					C/T						C/T				
Gary L. Vermeire Drug and Alcohol Programs Sixth and Olive Streets Media, Pennsylvania 19063	T/C			T/C	T/C	T/C	C	C	C		C				
PUERTO RICO															
All consultants listed may be reached at the following address: c/o Department of Addiction Control Services P.O. Box BY--Rio Piedras Station Rio Piedras, Puerto Rico 00928 (809) 731-7477 or 763-6348															
Evelyn Sosa Aguilar			C			C		T							
Tomasa Arce de Barreto			C	C/T		C/T				C/T					
Priscilla Lacomba		C	C/T			C									
Ana Maria Luquis			C/T			C/T									
Jorge Nogales Marin				C											
Nancy Marin				C			C								
Mirthia Miranda			C/T	C		C				C					
Alma R. Ortiz			C/T			C		T							

							Special skill/knowledge area						Availability		
Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Pilar Penalvel Ramos		C	C					T							
Nadina Rentas		C	C/T												
Marta Rivera			T	T		T				T					
Carmen I. Rivera de Nieves		C	C			C/T		T							
Carmen A. Torres			C/T	T		C/T		T		C/T		C/T			
Doris Torres			C/T	T		C/T		T		C/T		C/T			
Noemi Velez				T		C/T									
SOUTH CAROLINA															
George Appenzeller 3438 Blossom Street Columbia, South Carolina 29205 (803) 254-6282 (home) (803) 758-2521 (office)	C	C	C	C			C			C		C		●	
Mark Brannon South Carolina Commission on Alcohol and Drug Abuse Division of Prevention, Intervention and Education 3700 Forest Drive Columbia, South Carolina 29204 (803) 758-3866			C/T	T	C/T		C/T		C/T						●
Penny Cowan Training Coordinator South Carolina Commission on Alcohol and Drug Abuse 3700 Forest Drive Columbia, South Carolina 29204 (803) 782-5841 (home) (803) 758-3537 (office)			C/T	C/T		C/T	C/T					C/T			●
Arthur R. Datnoff 3715 Rockbridge Road Columbia, South Carolina 29206 (803) 782-6343 (home) (803) 758-3537 (office)			C												●
Joyce B. Eaker Training Specialist South Carolina Commission on Alcohol and Drug Abuse 3700 Forest Drive Columbia, South Carolina 29204 (803) 758-3537			C/T	T		T						T			●

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Bob Hill 1829 Old Colony Road Columbia, South Carolina 29209 (803) 783-3316 (home) (803) 758-3537 (office)			T	C/T		T	C	C			C/T				●
Margaret Kherlopian South Carolina Commission on Alcohol and Drug Abuse 3700 Forest Drive Columbia, South Carolina 29204 (803) 758-2521 (office)			C/T		C/T					C/T					●
Sarah L. Meadows 3438 Blossom Street Columbia, South Carolina 29205 (803) 254-6286				C/T			C/T					C/T			●
Moses Rabb, Jr. 198 Newcastle Drive Columbia, South Carolina 29204 (803) 754-8627 (home)		C	C/T	C/T		C	T								●
Judy H. Ripley Training Director South Carolina Commission on Alcohol and Drug Abuse 3700 Forest Drive Columbia, South Carolina 29204 (803) 758-3537			C/T	T	T	C/T									●
TEXAS															
Theron Cole Lubbock Regional MHMR Center 1210 Texas Avenue Lubbock, Texas 79401 (806) 763-4213			T								C				
Edna Calonan Dunbar Neighborhood Counsel 702 South Oak Avenue Mineral Wells, Texas 76067 (817) 325-1366				T		T					C				
Leonard Long 3201 Jerome Street Dallas, Texas 75237 (214) 630-6281					C/T						C/T				
John Moore 106 Epler Drive San Antonio, Texas 78228 (512) 434-6711, ext. 210					C/T						C/T				

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Imelda Munoz P.O. Box 813 Edinburg, Texas 78539 (512) 383-5611, ext. 148					C/T						C/T				
Carlene Phillips State Prevention Coordinator Drug Abuse Prevention Division Texas Dept. of Community Affairs P.O. Box 13166--Capitol Station Austin, Texas 78811 (512) 475-5566					C/T						C/T				
Daniel Ramirez Casa de Amigos 1911 Grano Street Houston, Texas 77009 (713) 225-0031				T		T									
Jose Seria Aliviane, Inc. 5160-A El Paso Drive El Paso, Texas 79905 (915) 779-3764				T		T									
Santos Sosa Abilene Regional MHMR Center 1174 North First Street Abilene, Texas 79601 (915) 673-8106						T									
Linda Ximenes 7227 Cabin Creek San Antonio, Texas 78238 (512) 433-8035					C/T						C/T				
VERMONT															
Carol Barre Social and Rehabilitation Services Division of Planning and Evaluation 103 South Main Street Waterbury, Vermont 05676 (802) 241-2112			T												
Jim Bellino Social and Rehabilitation Services Alcohol and Drug Abuse Division 103 South Main Street Waterbury, Vermont 05676 (802) 241-2183							T	T							

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Jan Caswell Social and Rehabilitation Services Vocational Rehabilitation Division 103 South Main Street Waterbury, Vermont 05676 (802) 241-2195												C/T			
Rufus Chaffee Social and Rehabilitation Services Alcohol and Drug Abuse Division 103 South Main Street Waterbury, Vermont 05676 (802) 241-2172					C/T			T							
Anne Dorwaldt Box 212 North Hero, Vermont 05474 (802) 372-5357												C/T			
Barb Giardi Champlain Valley Drug and Alcohol 34 Elmwood Avenue Burlington, Vermont 05401 (802) 862-5243				T											
Steve Gold Social and Rehabilitation Services Alcohol and Drug Abuse Division 103 South Main Street Waterbury, Vermont 05676 (802) 241-2181				T		T		T							
Charles and Diane Gottlieb Networks, Inc. 150 Cherry Street Burlington, Vermont 05401 (802) 863-2495				C/T											
Dan Holland Social and Rehabilitation Services Alcohol and Drug Abuse Division 103 South Main Street Waterbury, Vermont 05676 (802) 241-2174							C	T							
Joan Lamere Social and Rehabilitation Services Vocational Rehabilitation Division 103 South Main Street Waterbury, Vermont 05676 (802) 241-2195			T	T		T									

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area: Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	Availability: In-State only	Interstate	Interregion
Bill Lippert Counseling Service of Addison County 89 Main Street Middlebury, Vermont 05733 (802) 388-7641				T			T					C/T			
Judi Mann Main Street Essex Junction, Vermont 05452			T												
Bob McGrath Counseling Service of Addison County Municipal Building Middlebury, Vermont 05733 (802) 388-6751			T				T								
Marcia Molde Social and Rehabilitation Services Training Unit 103 South Main Street Waterbury, Vermont 05676 (802) 241-2129			T	T		T									
Dot Neuberger Counseling Service of Addison County Municipal Building Middlebury, Vermont 05733 (802) 388-6751								T							
Jerry Paige Social and Rehabilitation Services Training Unit 103 South Main Street Waterbury, Vermont 05676 (802) 241-2123			T			T									
Alayne and Peter Rabow Rabow Associates 39 Main Street Springfield, Vermont 05156 (802) 885-3457				T											
George Spontak Social and Rehabilitation Services Alcohol and Drug Abuse Division 103 South Main Street Waterbury, Vermont 05676 (802) 241-2724			T			T									

Consultant	Networking	Credentialing and career mobility	Program planning mgt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Linda Stats Champlain Valley Drug and Alcohol 19 Church Street Burlington, Vermont 05401 (802) 863-3456							T								
Jennifer Trombley Department of Social Welfare 103 South Main Street Waterbury, Vermont 05676 (802) 241-2817			T			T									
Peter Vincent Champlain Valley Drug and Alcohol 19 Church Street Burlington, Vermont 05401 (802) 658-1222			T	T			T								
VIRGINIA															
Harry L. Almond, Jr. 3305 West Grace Street, #5 Richmond, Virginia 23221 (804) 358-0408 (office) (804) 353-4033 (home)				C/T	C/T		T	C/T							●
DeNyce Bonaparte, M.S.W. Director of Clinical Services Human Resources, Inc. 15 West Cary Street Richmond, Virginia 23220 (804) 644-4636				C				C						●	
Charlotte Chapman, M.S. Clinical Director Residential Alcohol Human Resources, Inc. Route 1, Box 14 Cartersville, Virginia 23027 (804) 375-3443				C			C					C	●		
Ellen "Plum" Cluverius Human Resources Consultant Route 2, Box 40A Ferrum, Virginia 24088 (703) 365-7279	C		C/T			C	T							●	
Margaret V. Duke District 19 Alcohol and Drug Service 842 North Washington Street Petersburg, Virginia 23803							C					C			

							Special skill/knowledge area						Availability		
Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Dorothy R. Esnard P.O. Box 147 Chesterfield, Virginia 23832 (804) 748-1413 (office) (804) 320-8951 (home)			C/T	C/T		C/T								●	
Michael J. Esnard 323D Shetland Court Richmond, Virginia 23227 (804) 358-0408 (office) (804) 329-6839 (home)			C/T			C/T									
Cindy Fletcher Alternatives, Inc. 1520 Aberdeen Road, Suite 102 Hampton, Virginia 23666 (804) 838-2330			C		C	C/T					T		●		
Anne Gabelia 2708 Grove Avenue, #9 Richmond, Virginia 23220 (804) 748-1413 (office) (804) 358-2797 (home)				T											
Lenore Gay Director, Concerned Persons Human Resources 3333 West Marshall Street Richmond, Virginia 23230 (804) 644-2691							C							●	
Lillian A. Miller 2216 Springwood Drive Reston, Virginia 22090 (703) 667-8888					C/T						C/T				
R.J. Polisky and Associates Route 1, Box 13M Rockville, Virginia 23146 (804) 749-3995	C		C	C		C				C				●	
Bernard Redd Center for Multicultural Awareness 2924 Columbia Pike Arlington, Virginia 22204 (703) 979-0100, ext. 252					C/T						C/T				
Janet M. Sargent Executive Director Human Resources, Inc. 15 West Cary Street Richmond, Virginia 23220 (804) 644-2691			C										●		

							Special skill/knowledge area						Availability		
Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Carole Stoltz 510 Hosier Street Newport News, Virginia 23601 (804) 838-2330 (office) (804) 599-6362 (home)				C/T								C/T			
R. Steven Terrell 1336 Seaboard Avenue Chesapeake, Virginia 23324 (804) 543-5781 (office) (804) 543-9637 (home)				C	C	C/T	C	T		C				●	
Mary Totin Star Route, Box 101 Natural Bridge Station, Virginia 24579			C			C				C		C			
Dr. Edite Vitols Consultant Psychiatrist Human Resources, Inc. 15 West Cary Street Richmond, Virginia 23220 (804) 644-4636				C			C	C					●		
Nedra Weinstein 1708 West Laburnum Avenue Richmond, Virginia 23227 (804) 274-3380 (office) (804) 264-9435 (home)			C/T												
WASHINGTON															
Janice Griffith Route 1, Box 49--King Valley Farmington, Washington 99128												T			
Clarke St. Dennis, Ph.D., R.Ph. P.O. Box 656 Asotin, Washington 99402 (509) 843-3791								C	C			C			
WISCONSIN															
Jerry Alexander 1902 Aberg Avenue Madison, Wisconsin (608) 238-2002 (office) (608) 249-2136 (home)				T			T								
Floyd Aprill 9910 West Beloit Road Milwaukee, Wisconsin (414) 257-5977 (office) (414) 327-3303 (home)											C/T				

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Lorraine Cornelius P.O. Box 155 Oneida, Wisconsin 54155 (414) 432-8470 (office) (414) 869-2257 (home)						T									
Wanda Frogg L.C.O. Reservation P.O. Box 124 Stone Lake, Wisconsin 54876 (715) 945-2903 (office)							T	T			C/T				
Joseph Goldman Route 2 Hayward, Wisconsin 54843 (715) 349-2295 (office) (715) 634-3555 (home)						T									
Lowell Jenkins Bureau of Alcohol and Other Drug Abuse 1 West Wilson Street P.O. Box 7851 Madison, Wisconsin 53707 (608) 267-7306 (office) (608) 255-5731 (home)				T		T		T		T					
Saul Johnson 2136 Gateway Street, #45 Middleton, Wisconsin 53562 (608) 267-6291 (office) (608) 836-4845 (home)												T			
Marie Potack L.C.O. Reservation, River Side Route #4 Hayward, Wisconsin 54843 (715) 462-3796 (office) (715) 635-8727 (home)							T	T			C/T				
AMERICAN INDIAN TRAINERS/CONSULTANTS															
Western Region															
Barbara Aragon American Indian Training Institute 4441 Auburn Boulevard, Suite J Sacramento, California 95841	C	C	C/T	T	C	C/T	C			C	C/T	C/T			●
Chuck Bleavuelt 4820 She-Nah-Num Drive, S.E. Olympia, Washington 98503				C/T		T	C				C	C/T			●

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area: Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	Availability: In-State only	Interstate	Interregion
Caroline M. Cruz P.O. Box 777 Warm Springs, Oregon 97761			C	C/T		T	C	T			C	C			●
Richard Curry, Jr. Salt Lake Recovery Center P.O. Box 1500 Salt Lake City, Utah 84110				C/T		T	C			C	C	C			●
Norman Delorme Youth Education Coordinator 98 Colony Road Reno, Nevada 89502		C	T	C/T		T									●
Maxine Freeman, B.A. Inter-Tribal Council of California 1690 "B" Avenue McKinleyville, California 95521		C	C	C/T		C/T	C				C	C			●
Kay Harris Youth Coordinator--STOWW 1031 West 14th Port Angeles, Washington 98362	C			C/T	C	T	C			C	C	C			●
Judson Huse, B.A. Data Coordinator--ITCN P.O. Box 7440 Reno, Nevada 89510			C	T		T	C		C	C	C	C			●
Katherine Ideus, M.S.W. Department of Health and Environmental Protection Pouch 6-650 Anchorage, Alaska 99502	C	C	C	C/T		C/T	C	T	C	C	C	C/T			●
Ken Ideus Department of Human Resources Pouch 6-650 Anchorage, Alaska 99502	C	C	C	C/T	C	C/T	C			C	C	C/T			●
Lee Jaeger Butte Indian Alcohol Program 2 East Galena Butte, Montana 59701			C	C/T		T	C				C	C/T			●
Norbert Phillips 2545 14th Avenue South, #811 Seattle, Washington 98144		C	C	C/T		C/T	C	T	C	C	C	C/T			●
Dede Regis, B.A., Supervisor Wa-Nowe-Numa Treatment Center P.O. Box 207 Schurz, Nevada 89427	C		C	T		C/T	C				C	C/T			●

							Special skill/knowledge area						Availability		
Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Iola Seymour Secretary, W.R.A.I.A.G. IHS Project Director HCAIN Alcoholism Program 3260 Ualena Street Honolulu, Hawaii 96819			C	C/T		T	C	T			C	C/T			●
Charles Stoneroad Salt Lake Recovery Center P.O. Box 1500 Salt Lake City, Utah 84110	C		C	C/T	C	C/T	C			C	C			●	
Mildred Summers, R.N., Director Medicare Utilization Review 4600 Kietzke Lane Reno, Nevada 89502			C												●
Robert E. Summers, M.H.A., Director ITCN Alcohol and Drug Education Program Chairman, W.R.A.I.A.G. P.O. Box 7440 Reno, Nevada 89510	C	C	C	C/T		C/T	C			C/T	C	C/T			●
Dennis Taylor, Director Salt Lake Recovery Center P.O. Box 1500 Salt Lake City, Utah 84110	C	C	C	C/T	C	C/T	C			C	C	C			●
Tia Whitegrass Vice-Chairman, W.R.A.I.A.G. Medicine Pine Lodge P.O. Box 31 Browning, Montana 59417				T		C/T	C				C	C/T			●
Leeta Wolfblack Salt Lake Recovery Center P.O. Box 1500 Salt Lake City, Utah 84110				C/T	C	T	C				C	C/T			●
Southwestern Region															
Anita (Brandy) Arkeketa Tulsa Indian Council on Alcoholism and Drug Abuse 304 South Trenton Tulsa, Oklahoma 74136			T			T		T							
Irene Van Buskirk Tulsa Indian Council on Alcoholism and Drug Abuse 304 South Trenton Tulsa, Oklahoma 74120								T							

Consultant	Networking	Credentialing and career mobility	Program planning mgmt. and eval.	Treatment and rehabilitation	Prevention	Training	Special skill/knowledge area						Availability		
							Alcohol	Drugs	Pharmacology	Criminal justice	Cultural and multicultural	Women and other special populations	In-State only	Interstate	Interregion
Sam Daws, Jr. St. John Cornell Alcoholism Treatment Center 1923 South Utica Tulsa, Oklahoma 74104				T				T							
Vicki Dittus Department of Mental Health Drug Abuse Service P.O. Box 53277 Oklahoma City, Oklahoma 73152								T							
Lupe Chinana Six Sandoval Indian Pueblos, Inc. P.O. Box 580 Bernalillo, New Mexico 87024			T												
Leah Harjo Tribal Concern Alcoholism Program 1520 North Washington Dallas, Texas 75204								T							
Charles LaPlante Lincoln Indian Center 1100 Military Road Lincoln, Nebraska 68510			T												
Estelle LeClair Native American Women's Alcohol Rehabilitation Center Box 2, White Eagle Ponca City, Oklahoma 74601								T							
Delores J. Lujan Southwestern Indian Polytechnic Institute P.O. Box 10146 Albuquerque, New Mexico 87184			T												
Tony Mirabal Eight Northern Indian Pueblos Alcoholism Division P.O. Box 969 San Juan Pueblo, New Mexico 87566				T											
Charles F. Norman Region VI Indian Alcoholism Program 555 Constitution Street, Room 223 Norman, Oklahoma 73037			T			T		T			T				
Nadine Tafoya Eight Northern Indian Pueblos Alcoholism Division P.O. Box 969 San Juan Pueblo, New Mexico 87566								T							

Substance Abuse Training to Primary Health Care Professionals

In 1981 and 1982 Federal grants were let to States to coordinate the development and provision of training for nurses, physicians, and physician assistants in the areas of alcohol, drug, and mental health problems of their patients. The grantees listed below have developed training materials and should be willing to share their experience and expertise with others.

ALABAMA

Ingram M. Gomillion, Director
Planning and Staff Development
Alabama Department of Mental Health
502 Washington Avenue
Montgomery, Alabama 36130
(205) 834-4350, ext. 350

ALASKA

Carol Craig Greenough, Ph.D.
Project Director
Mental Health Services
Manpower Systems Development Program
Department of Health and Social Services
Pouch H-04
Juneau, Alaska 99811
(907) 465-3370

ARIZONA

James Fausel
Staff Development and Training
Bureau of Technical Resources
2500 East Van Buren
Phoenix, Arizona 85008
(602) 255-1233

Darrell Danner, Director
Bureau of Planning, Evaluation and Operations
Arizona Department of Health
2500 East Van Buren Street
Phoenix, Arizona 85008
(602) 255-1226

ARKANSAS

William R. Davis
Arkansas Office of Alcohol and
Drug Abuse Prevention
1515 West 7th, #300
Little Rock, Arkansas 72202
(501) 371-2604

David Steadman, Director
State Manpower Development
Community Mental Health Service, DHS
4313 West Markham Street
Little Rock, Arizona 72201
(501) 664-4500, ext. 381

CALIFORNIA

Jack Herrera, Director
State Manpower Development
Department of Mental Health
P.O. Box 254829
2260 Park Towne Circle
Sacramento, California 95825
(916) 323-8245

COLORADO

Barbara Meyers, Training Planner
Alcohol and Drug Abuse Division
Colorado Department of Health
4210 East 11th Street
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(303) 320-6137, ext. 379

FLORIDA

Kenneth D. Birtman, Ph.D.
Program Director
Manpower Development Project
1323 Winewood Boulevard, Building 6
Tallahassee, Florida 32301
(904) 488-8213

IDAHO

James L. Antram, Program Director
Manpower Planning
Bureau of Mental Health
700 West State Street
Boise,Idaho 83720
(208) 334-4181

ILLINOIS

Louis S. DiFonso
Illinois Dangerous Drugs Commission
300 North State Street
Chicago, Illinois 60606
(312) 822-9860

INDIANA

Robert Tyburski
Director of Training
Division of Addiction Services
429 North Pennsylvania
Indianapolis, Indiana 46204
(317) 232-7817

Priscilla Crawford, Ph.D.
Program Director
Manpower Development Project
5 Indiana Square
Indianapolis, Indiana 46204
(317) 794-3650

MAINE

Donna Chapman
Office of Alcoholism and Drug
Abuse Prevention
32 Winthrop Street
Augusta, Maine 04330
(207) 289-2781

Frank O'Donnell, Coordinator
Education and Manpower Development
Department of Mental Health and Corrections
411 State Office Building
Augusta, Maine 04330
(207) 289-3161

MARYLAND

Henry T. Harbin, M.D., Director
Psychiatric Education and Training
Maryland Mental Health Administration
201 West Preston Street
Baltimore, Maryland 21201
(301) 383-3319

MICHIGAN

George Stewart
Office of Substance Abuse Service
3500 North Logan Street
Lansing, Michigan 48909
(517) 373-7345

Harvey Dey, Ph.D., Director
Resource Development
Department of Mental Health
Louis Cass Building
Lansing, Michigan 48926
(517) 374-9653

MISSISSIPPI

Evelyn Porter
Division of Alcohol and Drug Abuse
Department of Mental Health
R.E. Lee Office Building, 12th Floor
Jackson, Mississippi 39201
(601) 354-7031

NEW HAMPSHIRE

Barry Rhodes, Deputy Director
Office of Alcohol and Drug Abuse Prevention
Health and Welfare Building
Hazen Drive
Concord, New Hampshire 03301
(603) 271-4634

OHIO

Don A. Chesser
Special Assistant to the Commissioner
Ohio Department of Mental Health and
Mental Retardation
30 East Broad Street, Room 1376
Columbus, Ohio 43215
(614) 466-7570

RHODE ISLAND

Pat Hid
Division of Substance Abuse
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Cranston, Rhode Island 02920
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SOUTH DAKOTA

William Fuller, M.D.
University of South Dakota
School of Medicine
Department of Psychiatry
Vermillion, South Dakota 57069
(605) 339-6785

UTAH

Lorraine Furia
Utah State Division of Alcoholism and Drugs
150 West North Temple, Room 340
Salt Lake City, Utah 84103
(801) 533-6532

VIRGINIA

Donald S. Biskin, Ph.D.
Acting Assistant Commissioner for Planning
and Evaluation
Department of Mental Health and Mental
Retardation
Box 1797
Richmond, Virginia 23214
(804) 786-4005, 4663

WASHINGTON

Paul D. Peterson, Ph.D.
Program Director
Manpower Development Project
MS OB 42F
Olympia, Washington 98504
(206) 753-5414

WEST VIRGINIA

Judith Greenwood, Ph.D.
Program Director
Department of Health
Charleston, West Virginia 25305
(304) 348-9190

Medical Educators in Substance Abuse

The following are physicians who teach courses on drug and alcohol problems in medical schools and consult with community groups on the medical aspects of drug and alcohol abuse. Each received a 3-year Federal grant as a Career Teacher during the 10 years between 1972 and 1982 to develop expertise. They can be of great help in the design and delivery of training.

Geary Alford, Ph.D.
University of Mississippi Medical Center
Department of Psychiatry
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Jackson, Mississippi 39216
(601) 968-3753

Rudy Arredondo, Ed.D.
Texas Tech University
School of Medicine
Department of Psychiatry
P.O. Box 4569
Lubbock, Texas 79409
(806) 743-2805

Mark Arthur, D.M.D.
University of Maryland Dental School
Pharmacology Department
666 West Baltimore Street
Baltimore, Maryland 21201
(301) 528-7169

Roland M. Atkinson, M.D.
Veteran's Administration Hospital
Psychiatric Service
Sam Jackson Park
Portland, Oregon 97207
(503) 222-9221

Margaret Bean, M.D.
Harvard Medical School
Cambridge Hospital
Cambridge, Massachusetts 01246
(617) 734-9677

Joseph M. Benforado, M.D.
H4/568 CSC
600 Highland Avenue
Madison, Wisconsin 53792
(608) 263-2482, 2460

Kenneth Blum, Ph.D.
University of Texas Health Science Center
Department of Pharmacology
7703 Floyd Curl Drive
San Antonio, Texas 78284
(512) 691-6411

Louis Bozzetti, M.D.
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Department of Psychiatry
Loma Linda, California 92354
(714) 825-7084, ext. 2205

Alan Brovar, M.D.
UCLA School of Medicine
941 Westwood Boulevard, #205
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John N. Chappel, M.D.
University of Nevada
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Reno, Nevada 89507
(702) 784-4917

Don R. Cherek, Ph.D.
Louisiana State University Medical Center
School of Medicine
Department of Psychiatry
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University of Colorado Medical Center
Department of Psychiatry
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(303) 394-7573

Anne Cunningham, Ph.D.
Department of Family Practice
Michigan State University
B100 Clinical Center
East Lansing, Michigan 48824
(517) 353-0770

Paul Cushman, M.D.
McGuire VA Hospital
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Richmond, Virginia 23249
(804) 231-9011, ext. 206

Donald I. Davis, M.D.
Family Therapy Institute of Alexandria
220 South Washington Street
Alexandria, Virginia 22314
(703) 549-6001

John DiGregorio, M.D., Ph.D.
Hahnemann Medical College
Department of Pharmacology
235 North 15th Street
Philadelphia, Pennsylvania 19102
(215) 448-8248

David Eiland, M.D.
Office of the Dean
University of Texas Medical Branch
Administration Building
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(713) 765-2671

Bradley D. Evans, M.D.
Philadelphia VA Medical Center
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NATIONAL INSTITUTE ON DRUG ABUSE TRAINING LIBRARY

The NIDA Training Library has been established to insure the preservation and accessibility of exemplary training materials. These training packages, monographs, and reports were developed and have been used by components of the National Training System at the National, State, and regional levels in the training of substance abuse treatment and prevention workers and related health and human service professionals.

The materials described below are available on loan to trainers and training programs. All are in the public domain, and it is our intention to encourage their use. Some are available in bound copy and some on microfiche for review and reproduction in whole or part. Some are available as negatives, which can be used to photo-offset print large quantities.

To order materials or receive further information about the library, please write to--

NIDA Training Library
P.O. Box 1904
Rockville, Maryland 20850

or call (301) 443-6720.

A. National Level Course Packages

Each package consists of trainer and participant manuals, available in bound copy and negative format. An asterisk (*) indicates that the package is also available on microfiche. Each of these courses has been described in detail in section 1 of the Guide, but the packages are listed again below for ease of reference.

Drugs in Perspective (DIP)
Facts About Drug Abuse (FADA)
Basic Substance Abuse Counseling (BSAC)
Assessment Interviewing for Treatment Planning (AITP)*
Counselor Training: Short-Term Client Systems (CT:STCS)*
Group Facilitators Training Package (GFTP)
Adolescence: Intervention Strategies (A:IS)
Communication and Parenting Skills (CAPS)
Since You Care (SYC)*
Justice Treatment Interface (JTI)*
Women in Treatment I (WIT I)*
Women in Treatment II (WIT II)
Prevention: A Course for Local Program Survival (P:ACFLPS)*
Community-Based Prevention Specialist (CBPS)*
Prevention: Working With Schools (P:WWS)
Prevention: Program Management (P:PM)
Clinical Supervision (CS)
Staff Burnout (SB)
Basic Management Skills (BMS)*
Fundamentals of Program Evaluation (FOPE)*
Confidentiality of Alcohol and Drug Abuse Patient Records (CONF)*
Third Party Payment (TPP)*
Budgeting Manual (BM)*
Emergency Department Drug Abuse Treatment (EDDAT)
Training of Trainers (TOT)*
Vocational Rehabilitation in the Treatment Setting (VRTS)

B. Resource Information Bank

This microfiche library has been compiled over the years for use by State training coordinators. It includes courses and other useful materials developed at all levels of the National Training System, dealing with both alcohol use and other drug-related problems. Please note that a microfiche reader is necessary to review this material. A list of Resource Information Bank entries follows:

Assessment Interviewing for Treatment Planning, Trainee Manual. Robert F. Dendy, Ph.D., and James Cooper, M.D.

Assessment Interviewing for Treatment Planning, Trainer Manual. Robert F. Dendy, Ph.D., and James Cooper, M.D.

Basic Administration Principles for Drug Abuse Treatment Programs. Harvey Weiner, D.S.W., and Herbert D. Kleber, M.D.

Basic Management Skills, Resource Manual. William E. Link.

Basic Management Skills, Trainer Manual. William E. Link.

Basic Substance Abuse Counselor Training Program (Individual Counseling Skills). Division of Addiction Services-Indiana.

Budget Manual, Illinois Dangerous Drugs Commission. Ernst and Ernst.

The Chicano Addict. Southwest Training Institute, Paul Garcia.

Childhood Cannabis Use in Jamaica. National Institute on Drug Abuse, Melanie Dreher.

Community-Based Prevention Specialist, Resource Manual. Shakura A. Sabur.

Community-Based Prevention Specialist, Trainer Manual. Shakura A. Sabur.

The Community Health Nurse and Alcohol-Related Problems: A Book of Readings. National Center for Alcohol Education.

The Community Health Nurse and Alcohol-Related Problems, Instructor's Curriculum Planning Guide. National Center for Alcohol Education.

Confidentiality of Alcohol and Drug Abuse Patient Records, a Self-Paced Programmed Instruction Course. Betty Ann Moore.

Counseling Alcoholic Clients, Basic Communication Skills, Volume I. National Center for Alcohol Education.

Counseling Alcoholic Clients, Basic Communication Skills, Participant Handbook. National Center for Alcohol Education.

Counseling Dynamics, La Familia Participants Manual. Southwest Training Institute, Joe Olvera.

Counseling, a Self-Instructional Programmed Course. Idaho Instructional Programs, Harvey Milkman, Ph.D., and Nancy Halliday.

Counselor Training: Short-Term Client Systems, Trainer Manual. Beth J. Gillespie.

Counselor Training: Short-Term Client Centered Systems, Training Manual for Counseling Skills. Beth J. Gillespie and Robert F. Dendy, Ph.D.

Credentialing Models for Drug Abuse Treatment and Rehabilitation Workers at All Levels--Process and Structure. Steinberg et al.

Crisis, a Self-Instructional Programmed Course. Idaho Instructional Program, David E. Barbee, Ph.D.

A Culture Trip. Southwest Training Institute, Joe Olvera.

Diagnosis and Evaluation of the Drug Abuse Patient for Treatment Staff Physicians. O'Brien et al.

Documentation: Implementation Techniques in Program Development. Southwest Training Institute, Rubin Garcia.

Drugs: Frankly Speaking, Participants Manual. Southwest Training Institute, Joe Olvera.

Elements of Budgeting and Financial Reporting. Southwest Training Institute, James Coe.

Emergency Department Drug Abuse Treatment, Emergency Department Team. John B. Schultz, M.A.

Emergency Department Drug Abuse Treatment, Physician's Booklet. John B. Schultz, M.A.

Emergency Department Drug Abuse Treatment, Referral System and Information Sharing. John B. Schultz, M.A.

Emergency Department Drug Abuse Treatment, Registered Nurse's Booklet. John B. Schultz, M.A.

Emergency Department Drug Abuse Treatment, Registration Officer's Booklet. John B. Schultz, M.A.

Emergency Department Drug Abuse Treatment, Skill-Building for Human Interaction in Crisis. John B. Schultz, M.A.

Emergency Department Drug Abuse Treatment, Technician's Booklet. John B. Schultz, M.A.

Facilitation, a Self-Instructional Programmed Course. Idaho Instructional Programs, Michael Winer.

Final Report of Prorgram Activities for Legal Action Center of the City of New York, 3/1/78-5/31/81.

Fundamentals of Program Evaluation, Resource Manual. Nelson and Warner.

Fundamentals of Program Evaluation, Trainer Manual. Nelson and Warner.

Group Skills for Alcoholism Counselors, GFTP Participant Manual. National Institute on Alcohol Abuse and Alcoholism.

Group Skills for Alcoholism Counselors, GFTP Trainer Manual. National Institute on Alcohol Abuse and Alcoholism.

Group Skills for Alcoholism Counselors, Trainer Instructions. National Institute on Alcohol Abuse and Alcoholism. (Developed by National Center for Alcohol Education.)

Group Skills for Alcoholism Counselors, Readings. National Institute on Alcohol Abuse and Alcoholism.

A Guide for Planning and Evaluation, The Poco Model. Southwest Training Institute, Jose Araujo and James Coe.

Information: Gathering, Sorting, Referral and Legal Issues. Idaho Instructional Programs.

Information on Manpower Utilization, Functions and Credentialing in Community Mental Health Centers, a Summary of State Credentialing Efforts. University Research Corporation.

Information on Manpower Utilization, Functions and Credentialing in Community Mental Health Centers, Final Report. University Research Corporation, Steinberg et al.

Initial Visit, Considerations for the Program Director. National Institute on Alcohol Abuse and Alcoholism. (Developed by National Center for Alcohol Education.)

Initial Visit, Participant Guide. National Institute on Alcohol Abuse and Alcoholism. (Developed by National Center for Alcohol Education.)

Initial Visit, Session Outline Cards. National Institute on Alcohol Abuse and Alcoholism.

Initial Visit, Facilitator Manual. National Institute on Alcohol Abuse and Alcoholism. (Developed by National Center for Alcohol Education.)

Interviewing, a Self-Instructional Programmed Course. Idaho Instructional Programs, Holliday and Milkman.

Justice-Treatment Interface. A Cross-Discipline Training Course, Building A Re-Entry Referral Network. Faegre et al.

Justice-Treatment Interface. A Cross-Discipline Training Course, Trainee Manual. Faegre et al.

Justice-Treatment Interface. A Cross-Discipline Training Course, Trainer Manual. Faegre et al.

Justice-Treatment Interface. A Cross-Discipline Training Course, Unit I--Perspectives.

Justice-Treatment Interface. A Cross-Discipline Training Course, Trainee Resource Manual, Unit II--Processes, Unit III--Applications.

Management Skills for Alcohol Program Administrators, Trainer Manual. National Center for Alcohol Education.

Medical Monograph Vol. I, No. 2. Treatment of the Drug Abuse Patient for Treatment Staff Physicians. Senay and Raynes.

Medical Monograph Vol. I, No. 4. Emergency Treatment of the Drug Abusing Patient for Treatment Staff Physicians.

Medical Monograph Vol I., No. 5. Pharmacological and Toxicological Perspectives of Commonly Abused Drugs.

Medical Monograph Vol. I, No. 7. The Primary Physician's Guide to Drug Abuse Treatment.

Medical Monograph Vol. II, No. 1. Frequently Prescribed and Abused Drugs.

Operations and Planning, a Self-Instructional Programmed Course. Idaho Instructional Programs, Graves and Bouck.

Outline for Programs to Train Group Facilitators. (Developed from several sources that are listed on microfiche.)

Pharmacology, a Self-Instructional Programmed Course. Idaho Instructional Programs, Clarke St. Dennis.

Planning Alcoholism Services. A Basic Course in Assessment, Program Design, Implementation, and Evaluation. Participant Workbook.

Planning Alcoholism Services. Session Outline Cards. Volume I. National Center for Alcohol Education Planning.

Planning Alcoholism Services. Session Outline Cards. Volume II. National Center for Alcohol Education Planning.

Planning a Prevention Program, a Handbook for the Youth Worker in an Alcohol Service Agency. National Center for Alcohol Education Planning.

Planning for Change: Needs Assessment Approaches. Warheit et al.

Prevention: A Course for Local Program Survival, Resource Manual. Ann Bauman.

Prevention: A Course for Local Program Survival, Trainer Manual. Ann Bauman.

Prevention Planning Workbook. Center for Human Services.

Programming Community Resources. A Training Program for Alcohol Program Administrators, Participant Workbook. National Center for Alcohol Education.

Programming Community Resources. A Training Program for Alcohol Program Administrators, Trainer Manual. National Center for Alcohol Education.

Rural Clergy Training Program, Trainee Resource Book. Pennie Cohen.

Rural Clergy Training Program, Trainer Resource Book. Pennie Cohen.

Services for Alcoholic Women, Foundations for Change, Resource Book. National Institute on Alcohol Abuse and Alcoholism.

Services for Alcoholic Women, Foundations for Change, Session Outline Cards. National Institute on Alcohol Abuse and Alcoholism. (Developed by National Center for Alcohol Education.)

Since You Care, a Parenting Skills Training Manual, Participant Workbook. Gary Vermeire.

Since You Care, a Parenting Skills Training Manual, Trainer Manual. Gary Vermeire.

Skills Matrix Project, Volume I, Project Narrative. Kelley and Robinson.

Skills Matrix Project, Volume II, Using the Task Description Approach to Develop Units of Work, a Workbook. Seigfried and Metz.

Skills Matrix Project, Volume III, Application of the Task Descriptor Approach to Training, Supervision and Credentialing. Kelley and Robinson.

Skills Matrix Project, Volume IV, Use of the Task Descriptor Approach in Constructing Assessment Instruments. John M. Kelley.

Skills Matrix Project, Volume V, Special Interest Task Force Report. Sandra Robinson.

Skills Matrix Project, Volume VI, Unit of Work Sourcebook. Brian Metz.

Skills Matrix Project, Volume VII, Work Function Matrix and Unit of Work Matrix. De Marcken et al.

Statewide Services Contract, Program Review Manual. National Institute on Drug Abuse.

Steps/Pasos (Drug Abuse Prevention), Steps for Participants. Southwest Training Institute.

Steps/Pasos (Drug Abuse Prevention), Trainer Manual. Southwest Training Institute.

Tecatological Perspectives--A Cultural Perspective of Drug Treatment. Southwest Training Institute, Ramon Adame.

Third Party Payments, Alternative Funding, Trainee Manual.

Third Party Payments, Alternative Funding, Trainer Manual.

Training of Trainers, Resource Manual. Ann R. Bauman.

Training of Trainers, Trainer Manual. Ann R. Bauman.

Trainer Catalog of Alcohol and Drug Training Materials. National Institute on Alcohol Abuse and Alcoholism.

Training Alcoholism Trainers: A Program for Trainers in the Field of Alcoholism, Participant Workbook. National Center for Alcohol Education.

Training Alcoholism Trainers--A Program for Trainers in the Field of Alcoholism, Trainer Manual. National Center for Alcohol Education.

Training Manual for Counseling Skills. Jacobs et al.

Using Volunteers in Your Agency, Trainer Manual. National Center for Alcohol Education.

Using Volunteers in Your Agency, Session Outline Cards. National Center for Alcohol Education.

Volunteer Program Development Guide. National Center for Alcohol Education.

Women in Treatment Issues and Approaches, Resource Manual. Ann Bauman.

Women in Treatment Issues and Approaches, Trainee Manual. Ann Bauman.

Women in Treatment Issues and Approaches, Trainer Manual. Ann Bauman.

You, Youth and Prevention, Trainer Manual. National Center for Alcohol Education.

You, Youth and Prevention, Session Outline Cards. National Center for Alcohol Education.

C. Exemplary State Courses

The following training materials have been developed by State training programs. All have been reviewed by the NTS Materials Development Advisory Committee and recommended for distribution and use within the NTS. Many have been reviewed and approved for college credit by the American Council on Education. (These are identified with an asterisk.) The materials are available on loan in bound copy or microfiche.

- Working With Adolescents--New York, 1981*

  Covers definition of adolescence, attitudes toward adolescents, developmental theories and tasks of adolescence, adolescence from a systems perspective, stereotyping and labeling, values, current research on adolescent substance abuse, perceptions of parents as related to substance abuse, ecomap as an assessment tool, individual counseling with adolescents, sexuality as a treatment issue, group development, and resource sharing. Lecture, discussion, and role playing are used.

- Orientation to Client Management (Utah Client Management)--Utah, 1981*

  Covers data gathering, client assessment, treatment planning, and documenting the treatment process. Lecture, discussion, and role playing are used.

- Supervision of Clinical Counselors (Clinical Supervision)--New York, 1981*

  Covers basic concepts of supervision, the clinical rhombus, supervision as an element of the total system, learning and teaching patterns, traits of the effective supervisory interview process, and models and strategies of supervision. Lecture, discussion, and role playing are used.

- The Group Process (Group Counseling: A Focus on Group Process)--New York, 1981*

  Covers key concepts and issues related to group theory, including examination of the group as a system, small-group experiences, stages of group development, leader interventions, group formation, and application groups. Groups are examined from a classic T-group frame of reference. Lecture, discussion, and role playing are used.

- Family Counseling (Family Counseling Development)--New York, 1981*

  Instruction: Covers history, background, and theory of family therapy; family systems theory: structure, process, family sculpting, tracing family history; developmental stages of families: normative stages, family life communication, intervention skills; family counseling process: assessment, contract, treatment; assessing families: communication patterns, roles, decisionmaking, and authority; intake process: engaging the family, identifying the problem; treatment: cultural setting and task setting. Lecture, discussion, and role playing are used.

- Drug and Alcohol Abuse (Kansas Core Knowledge on Chemical Dependencies)--Kansas, 1981*

  Instruction: Covers fundamental concepts and principles of chemical dependencies, including history, program overview, law and social policy, economic and social costs, definition, classification and symptomatology, etiology, pharmacology, prevention treatment, training, employee assistance programing, and ethics and professional attitudes. Lecture, discussion, and simulations are used.

- Sexuality Issues in Substance Abuse and Treatment--New York, 1982*

  This course was designed in response to needs expressed by counselors working with clients manifesting sexual problems. It is designed to provide participants with information on a variety of sexual topics, an opportunity to explore and share their attitudes toward different sexual behaviors and orientations, and an environment in which to practice specific counseling skills related to sexuality.

  The course runs for a total of 3 days and covers issues of counselor/client sexuality; why sexuality is not addressed in treament; impact of early childhood experiences on current functioning; PLISSIT model of sexual counseling; male and female reproductive systems and impact of substance abuse on them; behavior modification strategies; taking a sexual history; values clarification regarding sexual behaviors; homosexuality; counseling role plays; counseling self-assessment.

- Polydrug Abuse Among the Elderly, 1982*

  Despite the tremendous growth in the number of studies about aging, it is still difficult to define the parameters of drug-taking behavior and the problems of misuse and abuse by the elderly. Early researchers have found that older persons generally abuse legally obtainable prescription medications (primarily psychoactive) and alcohol.

  As surveys and studies emerge explaining the patterns of behavior and the problems associated with legal drug use, a clear picture of increased risk for the elderly develops. This is caused by many factors and compounded by the aging process itself. This course examines these factors in an effort to clarify misconceptions and to develop skills to better serve an elderly client population.

- Family Therapy With Substance Abusers--Colorado, 1982*

  The course follows a 5-day format and is designed in module form. The modules can be expanded, contracted, or rearranged to suit the trainer's skills and the trainee's needs. This model in its broadest form is called a systems paradigm. As applied to counseling, it is referred to as the interactions, or family therapy, framework and focuses on the nature of interrelationships.

- Socio-Cultural Considerations Regarding Addiction--Michigan, 1982*

The field of substance abuse has been dominated largely by pharmacologic and psychologic approaches. However, in recent years a number of authorities have begun to examine seriously sociocultural approaches to substance abuse. An underlying assumption of the various sociocultural perspectives is that substance abuse, like any other behavior, is influenced by and influences the values and attitudes of society as well as the substance abuser's relationships with other members of society. This course is designed to introduce substance abuse counselors to several different sociocultural concepts that seem to have some utility in working with substance abusers.

The focus is primarily on cognitive objectives; that is, the emphasis is on the trainees being able to identify, define, describe, recognize, and apply in simple form the various concepts introduced. Thus, the multiple-choice, true-false, fill-in type items used in the pretest and posttest for this component seem appropriate for assessing trainee competency.

While the importance of values in the counselor-client relationship is addressed, and several exercises are provided to allow trainees to explore their value systems, no criteria are provided for assessing the appropriateness of the trainees' value systems. Such criteria would be inconsistent with the notion that counselor values and attitudes are to be assessed only in terms of their negative effects on the counselor-client relationship. These negative effects are explored further in other courses.

- General Pharmacology--Michigan, 1982*

General Pharmacology provides a general introduction to the pharmacology of drug use and abuse. The material presented in each of the sections is based on substantiated research and focuses on the general, routine, normal effects of specific drugs on drug users. The course is taught in eight segments as follows:

I. General Pharmacology
II. Alcohol
III. Barbiturates, Barbiturate-Like Drugs, and Minor Tranquilizers
IV. Stimulants
V. Narcotic Analgesics
VI. Psychedelics
VII. Marijuana
VIII. Miscellaneous Drugs: Nitrous Oxide, Over-the-Counter "Sedative-Hypnotics," and Cheap Thrills

- Group Process and Growth--Michigan, 1982*

This module is designed to meet the need for exposing potential group counselors to the basic concepts and skills related to group process and counseling. Theoretical material concerned with group process and content, typology of groups, and group dynamics are presented together with practical concerns such as how to select members for a group, leadership and membership roles, and dealing with resistance in the group.

The theoretical and practical concerns are interwoven with structured exercises that help the training group get a "feel" for important constructs as they might arise in a group. The exercises, together with the opportunities to observe and participate in various group forms, are designed to promote the personal growth of the trainees.

The material presented in this module is outlined below:

Introductory Exercise: Defining a Group
Section 1: Definition and Classification of Groups
Section II: Leadership and Membership Roles
Section III: Group Dynamics
Section IV: Forming Groups
Section V: Group Techniques

- Individual Counseling--Michigan, 1982*

Individual Counseling is designed to provide substance abuse workers with the basic concepts and skills necessary for effective one-to-one counseling. Both theoretical and experiential training approaches are employed, thus providing the trainees with an opportunity to acquire and demonstrate competency in the basic concepts and skill areas pertinent to one-to-one counseling. This module is divided into two sections--the Psychology of Counseling and the Counseling Process. The material presented is limited in scope to that which will be most beneficial to a person entering the counseling field.

- Monitoring Substance Abuse Thru On-Site Urinalysis--SYVA Corporation, California, 1982*

  This course exposes the trainee to methods of monitoring substance abuse using assay procedures to detect drugs or their metabolites in urine specimens. It further incorporates basic principles of the pharmacology of substances that might be abused, including their metabolism. The course reviews the various legal issues and considerations that pertain to the operation of an on-site testing program covering civil, criminal, and constitutional concerns; the Federal confidentiality regulations; and rules of evidence.

- Parenting Skills--New York, 1982*

  Many substance-abuse clients are parents who experience difficulties in the day-to-day care of their children. Their problems in this may have adverse effects on their own self-esteem and on their children's lives. Because of the nature of the different types of family abuse that may result, counselors often experience strong emotional reactions, which may hinder their ability to provide skilled treatment. This course is designed to provide workers with factual information on child development and family systems dynamics and concrete parenting skills techniques that may be taught clients in individual, group, or family therapy.

  The course is 4 days in length and covers impact of childrearing on parenting, "good" versus "bad" parenting, child development--stages and tasks, impact of family violence on development, abusing family systems, clinical portrait of abusive parent, behavior modification techniques in parenting, parent effectiveness training techniques, age-appropriate methods of child discipline, goals of group and family therapy with parents, goals of parent support groups.

- Drug Abuse Prevention in the Family--Oklahoma, 1982*

  Reach-Out was developed in September 1980 in response to a need for an educational course for parents concerned about their children's drug use. The course deals with concerns about drug dependencies, the importance of communication as a tool for preventing or dealing with drug problems, and what can be done in the family and the community.

- Women and Polydrug Abuse--California, 1982*

  The course is based on certain premises about the problems of women and polydrug abuse and what role a short-term training experience can have in encouraging participants to be aware of their own values and attitudes and how these affect treatment activities.

  The training is divided into four major segments, which are listed below with respective training goals:

  I. Overview of the Issue
  - To understand the issues of women and polydrug abuse
  - To become aware of feelings about women and about drug abuse
  - To provide concise, basic information on drugs and their effects

  II. The Client as Consumer
  - To provide concrete tools to aid clients in becoming better informed and curious about psychoactive drugs in particular and about health care in general

  III. Assessment and Identification and Referral
  - To expand traditional identification and assessment procedures to include an evaluation of drug usage in a client's life
  - To facilitate networking (and develop networking techniques) among providers for better, less fragmented service delivery

  IV. Treatment That Offers Alternatives for Women
  - To create a framework that provides clients with viable alternatives to drug abuse as a coping mechanism
  - To teach concepts and techniques of stress management
  - To teach the relationship between chronic stress and disease
  - To provide resources in the area of stress management and other alternatives to drug use

TRAINING MATERIALS FROM THE GOVERNMENT PRINTING OFFICE

The United State Government Printing Office currently prints and sells most of the national-level training packages. These are printed and stocked according to demand, and if not ordered, they will be allowed to go out of print. Orders must be prepaid and should be addressed to--

United States Government Printing Office
Superintendent of Documents
North Capitol and H Streets
Washington, D.C. 20401

It is most important to identify the GPO number. One to two weeks should be allowed for delivery. A note about the price list: These prices were quoted on July 23, 1982; they could change in the future.

	Title	GPO number	Price
TOT	Training of Trainers, Revised		
	Participant Manual	017-024-01055-3	$ 9.00
	Trainer Manual	017-024-01056-1	13.00
STCS	Short-Term Client Systems		
	Participant Manual	017-024-00802-8	7.00
	Counselor Skill Training Trainer Manual	017-024-00881-8	8.00
DIP	Drugs in Perspective		
	Participant Manual	017-024-00906-7	13.00
	Trainer Manual	017-024-00905-9	9.50
AIS	Adolescence: Intervention Strategies		
	Participant Manual	017-024-00805-2	7.50
	Trainer Manual	017-024-00806-1	6.00
GFT	Group Facilitator Training		
	Participant Manual	017-024-00901-6	6.50
	Trainer Manual	017-024-00902-4	8.50
WIT II	Women in Treatment II		
	Participant Manual	017-024-01044-8	11.00
	Trainer Manual	017-024-01045-6	8.00
AITP	Assessment Interviewing for Treatment Planning		
	Participant Manual	017-024-00836-2	7.50
	Values and Attitudes Trainer Manual	017-024-00837-1	8.00

	Title	GPO number	Price
SUP	Supervision		
	Participant Manual	017-024-00899-1	$ 7.00
	Trainer Manual	017-024-00900-8	5.50
BMS	Basic Management Skills		
	Participant Manual	017-024-00908-3	8.00
	Trainer Manual	017-024-00907-5	7.00
BSAC	Basic Substance Abuse Course		
	Participant Manual	017-024-00838-9	10.00
	Trainer Manual	017-024-00839-7	10.00
JTI	Justice-Treatment Interface		
	Participant Manual, Unit I	017-024-00814-1	7.00
	Participant Manual, Units II, III	017-024-00815-0	9.50
	Participant Workbook	017-024-00816-8	6.50
	Re-entry Referral	017-024-00813-3	6.00
CONF	Confidentiality of Drug and Alcohol Abuse Patient Records, Revised		
	Participant Manual	017-024-01025-1	7.50
	Trainer Manual	017-024-01024-3	8.00
CAPS	Communication and Parenting Skills		
	Participant Workbook	017-024-00860-5	6.50
	Trainer (Leader) Manual	017-024-00859-1	8.00
PRHC	Puerto Rican History and Culture		
	Participant Manual	017-024-01041-3	7.00
	Resource Manual	017-024-01042-1	7.00
	Trainer Manual	017-024-01043-0	8.00
PPM	Prevention Program Management		
	Participant Manual	017-024-01068-5	9.00
	Trainer Manual	017-024-01067-7	7.50
CSPS	Community Based Prevention Specialist, Revised		
	Participant Manual	017-024-01065-1	9.50
	Trainer Manual	017-024-01066-9	7.00
SB	Staff Burnout		
	Participant Manual	017-024-01030-8	11.00
	Trainer Manual	017-024-01031-6	9.50
PWWS	Prevention: Working With Schools		
	Participant Manual	017-024-01038-3	10.00
	Trainer Manual	017-024-01037-5	8.00

GOVERNMENT PRINTING OFFICE DEPOSITORY LIBRARIES

The following is a list of the libraries in each State that have copies of the 26 national level drug abuse training course packages. These trainer and participant manuals have been distributed to public and academic libraries by the Government Printing Office (GPO). They will usually be located in the libraries' public documents collection. In accessing them it may be helpful to consult with the librarian.

ALABAMA

Alexander City State Junior College
Thomas D. Russell Library
Alexander City, Alabama 35010

Draughton Library
Auburn University
Auburn, Alabama 36830

Birmingham Public Library
2020 7th Avenue North
Birmingham, Alabama 35203

Jefferson State Junior College
James B. Allen Library
Birmingham, Alabama 35215

Learning Resources Center
Enterprise State Junior College
Enterprise, Alabama 36330

Brewer State Junior College
Learning Resource Center Library
Fayette, Alabama 35555

Jacksonville State University Library
Houston Cole Building
Jacksonville, Alabama 36265

Documents Division Library
University of Southern Alabama
Mobile, Alabama 36688

Mobile Public Library
564 Davis Avenue
Mobile, Alabama 36603

Alabama Superior Court and State Law Library
Judicial Building, Capitol
Montgomery, Alabama 36130

Hollis Burke Frissell Library
Tuskegee Institute
Tuskegee, Alabama 36088

University of Alabama Library
Reference Department
University, Alabama 35486

University of Alabama Law Library
University, Alabama 35486

ALASKA

University of Alaska Library
3211 Providence Avenue
Anchorage, Alaska 99504

University of Alaska Library
Library Documents
Fairbanks, Alaska 99701

State of Alaska Department of Education
Alaska State Library
Juneau, Alaska 99811

ARIZONA

Northern Arizona University Library
Government Documents Collection
Flagstaff, Arizona 86011

Department of Libraries and Archives
Third Floor, State Capitol
Phoenix, Arizona 85007

Phoenix Public Library
12 East McDowell Road
Phoenix, Arizona 85004

Arizona State University Library
Documents Service
Tempe, Arizona 85287

Documents
University of Arizona Library
Tucson, Arizona 85721

Yuma City County Library
350 3rd Avenue
Yuma, Arizona 85364

ARKANSAS

University of Arkansas Library
Reference Department
Fayetteville, Arkansas 72701

Arkansas State Library
Documents Services Section
1 Capitol Mall
Little Rock, Arkansas 72201

University of Arkansas at Little Rock Library
33rd and University
Little Rock, Arkansas 72204

University of Arkansas at Monticello Library
Monticello, Arkansas 71655

Arkansas Technical University
Tomlinson Library
Russellville, Arkansas 72801

Arkansas State University
Dean B. Ellis Library
State University, Arkansas 72467

CALIFORNIA

Humboldt State University Library
Arcata, California 95521

Bakersfield Library
9001 Stockdale Highway
Bakersfield, California 93309

Documents Department
General Library
University of California
Berkeley, California 94720

California State University
Chico Library
Chico, California 95929

West Hills Community College Library
300 Cherry Lane
Coalinga, California 93210

Huntington Park Library
6518 Miles Avenue
Huntington Park, California 90255

University of California at Los Angeles Library
405 Hilgard Avenue
Los Angeles, California 90024

Oakland Public Library
125 14th Street
Oakland, California 94612

Documents Section
California State Library
Sacramento, California 95809

San Francisco State College
1630 Holloway Avenue
San Francisco, California 94132

Santa Rosa Sonoma County Public Library
3rd and E Streets
Santa Rosa, California 95404

Stanford University Libraries
Government Documents Department
Stanford, California 94305

California State College at Stanislavs Library
800 Monte Vista Avenue
Turlock, California 95380

COLORADO

Adams State College
Learning Resources Center
Alamosa, Colorado 81101

Government Documents Division
University of Colorado Libraries
Boulder, Colorado 80309

Tutt Library
Colorado College
Colorado Springs, Colorado 80903

Auraria Libraries
Lawrence and 11th Streets
Denver, Colorado 80204

Colorado State Library
1362 Lincoln
Denver, Colorado 80203

Denver Public Library
1357 Broadway
Denver, Colorado 80203

Penrose Library
University of Denver
Denver, Colorado 80208

Colorado State University Libraries
Fort Collins, Colorado 80523

University of Northern Colorado
Documents Room, The Libraries
Greeley, Colorado 80631

Jefferson County Public Library
10200 West 20th
Lake Wood, Colorado 80215

University of Southern Colorado Library
2200 Bonforte Boulevard
Pueblo, Colorado 81001

CONNECTICUT

Bridgeport Public Library
925 Board Street
Bridgeport, Connecticut 06603

Western Connecticut State College Library
181 White Street
Danbury, Connecticut 06810

Connecticut State Library
231 Capitol Avenue
Hartford, Connecticut 06115

Hartford Public Library
500 Main Street
Hartford, Connecticut 06103

Southern Connecticut State College Library
501 Crescent Street
New Haven, Connecticut 06515

University of Connecticut
Wilbur Cross Library
Storrs, Connecticut 06268

Post College Library
800 Country Club Road
Waterbury, Connecticut 06708

Silas Bronson Public Library
267 Grand Street
Waterbury, Connecticut 06702

University of New Haven Library
300 Orange Avenue
West Haven, Connecticut 06516

DELAWARE

William C. Jason Library
Delaware State College
Dover, Delaware 19901

DISTRICT OF COLUMBIA

Department Library
Department of Health and Human Services
Room 1436, North Building
Washington, D.C. 20201

D.C. Public Library
901 G Street, N.W.
Washington, D.C. 20001

University of the District of Columbia Library
8th and K Streets, N.W.
Washington, D.C. 20001

FLORIDA

Florida Atlantic University Library
Division of Public Documents
Boca Raton, Florida 33431

University of Florida Library
Library West
Gainesville, Florida 32611

Burns Library
122 North Ocean Street
Jacksonville, Florida 32202

Jacksonville University Library
University Boulevard North
Jacksonville, Florida 32211

University of North Florida Library
4567 St. Johns Bluff Road South
Jacksonville, Florida 32216

Florida International University Library
Tamiami Trail
Miami, Florida 33144

Florida International University
North Miami Campus Library
Miami, Florida 33181

Government Publications
University of Miami Library
Miami, Florida 33124

University of Central Florida Library
Documents Department
Orlando, Florida 32816

Biscayne College Library
16400 N.W. 32nd Avenue
Opa Locka, Florida 33054

John C. Pace Library
University of West Florida
Pensacola, Florida 32504

Broward County Library System
1301 West Copans Road
Pompano Beach, Florida 33064

Stetson University College of Law Library
1401 61st Street South
St. Petersburg, Florida 33707

Coleman Memorial Library
Florida A & M University
Tallahassee, Florida 32307

Florida State University
R.M. Strozier Library
Tallahassee, Florida 32306

Tampa Public Library
900 North Ashley Street
Tampa, Florida 33602

University of South Florida Library
4202 Fowler Avenue
Tampa, Florida 33620

GEORGIA

James Earl Carter Library
Georgia Southwestern College
Americus, Georgia 31709

University of Georgia Libraries
Athens, Georgia 30603

Georgia Institute of Technology Library
225 North Avenue, NW
Atlanta, Georgia 30332

Georgia State University Library
104 Decatur Street, SE
Atlanta, Georgia 30303

Robert W. Woodruff Library
Emory University
Atlanta, Georgia 30322

Atlanta University Library
273 Chestnut Street, SW
Atlanta, Georgia 30314

Augusta College Library
2500 Walton Way
Augusta, Georgia 30904

Brunswick Glynn County Regular Library
208 Gloucester Street
Brunswick, Georgia 31520

West Georgia College
Irvine Sullivan Ingram Library
Carrollton, Georgia 30118

North Georgia College
Stewart Library
Dahlomega, Georgia 30533

Dekalb Community College South Campus
Learning Resources Center
3251 Panthersville Road
Decatur, Georgia 30034

Mercer University Library
1330 Edgemont Avenue
Macon, Georgia 31207

Berry College Memorial Library
Mount Berry, Georgia 30149

Rosenwald Library
Georgia Southern College
Statesboro, Georgia 30460

HAWAII

University of Hawaii at Hilo Library
1400 Kapiolani Street
Hilo, Hawaii 96720

Hawaii Medical Library Inc.
1221 Punchbowl Street
Honolulu, Hawaii 96813

Hawaii State Library
478 South King Street
Honolulu, Hawaii 96813

University of Hawaii Library
2550 The Mall
Honolulu, Hawaii 96822

IDAHO

Boise State University Library
Boise, Idaho 83725

University of Idaho Library
Documents Section
Moscow, Idaho 83843

Idaho State University Library
Documents Department
Pocatello, Idaho 83201

ILLINOIS

Southern Illinois University
Morris Library
Carbondale, Illinois 62901

Booth Library
Eastern Illinois University
Charleston, Illinois 61920

Chicago Public Library
425 North Michigan Avenue
Chicago, Illinois 60611

Chicago State University Library
95th Street at King Drive
Chicago, Illinois 60628

John Crerar Library
35 West 33rd Street
Chicago, Illinois 60616

Northeastern Illinois University Library
5500 North Saint Louis Avenue
Chicago, Illinois 60625

University of Chicago Libraries
1100 East 57th Street
Chicago, Illinois 60637

University of Illinois Library
Documents Section
Chicago, Illinois 60680

Founders Memorial Library
Northern Illinois University
De Kalb, Illinois 60115

Southern Illinois University
Lovejoy Memorial Library
Edwardsville, Illinois 62025

Brooks Library
Principia College
Elsah, Illinois 62028

Northwestern University Library
Government Publications Department
Evanston, Illinois 60201

MacMurray College
Henry Pfeiffer Library
Jacksonville, Illinois 62650

Nazarene College Library
Benner Library and Resource Center
Kankakee, Illinois 60901

Donnelley Library
Lake Forest College
Lake Forest, Illinois 60045

Illinois Benedictine College Library
Maple Avenue and College Road
Lisle, Illinois 60532

Western Illinois University Library
Macomb, Illinois 61455

Wabash Valley College Library
2200 College Drive
Mount Carmel, Illinois 62863

Mt. Prospect Public Library
10 South Emerson Street
Mt. Prospect, Illinois 60056

Illinois State University
Milner Library
Normal, Illinois 61761

Oak Park Public Library
834 Lake Street
Oak Park, Illinois 60301

Governors State University Library
Documents Department
Park Forest, Illinois 60466

Director of Library
Bradley University
Peoria, Illinois 61625

Peoria Public Library
107 NE Monroe
Peoria, Illinois 61602

Illinois State Library
Centennial Building
Springfield, Illinois 62706

Poplar Creek Public Library
1405 South Park Boulevard
Streamwood, Illinois 60103

University of Illinois Library
1408 West Gregory Drive
Urbana, Illinois 61801

INDIANA

Charles E. Wilson Library
Anderson College
Anderson, Indiana 46011

Indiana University Libraries
Documents Department
Bloomington, Indiana 47401

Indiana University
Law Library
Bloomington, Indiana 47405

Indiana State University at Evansville Library
8600 University Boulevard
Evansville, Indiana 47712

Evansville and Vanderburgh County
Public Library
22 SE 5th Street
Evansville, Indiana 47708

Public Library of Fort Wayne and Allen County
900 Webster Street
Fort Wayne, Indiana 46802

Purdue University
2101 East US 30 Bypass
Fort Wayne, Indiana 46805

Indiana University Northwest Campus
3400 Broadway
Gary, Indiana 46408

De Paul University
Roy O. West Library
Greencastle, Indiana 46135

Indiana State Library
140 North Senate Avenue
Indianapolis, Indiana 46204

Indianapolis Law School Library
735 West New York Street
Indianapolis, Indiana 46202

Indiana University Purdue Library
815 West Michigan Street
Indianapolis, Indiana 46202

Purdue University Library
Lafayette, Indiana 47907

Ball State University Library
Government Publications Service
Muncie, Indiana 47306

Indiana University Southeast Library
4201 Grantline Road
New Albany, Indiana 47150

Lilly Library
Earlham College
Richmond, Indiana 47374

Indiana University at South Bend Library
1700 Mishawaka Avenue
South Bend, Indiana 46634

Cunningham Memorial Library
Indiana State University
Terre Haute, Indiana 47809

Valparaiso University
Moellering Memorial Library
Valparaiso, Indiana 46383

IOWA

Iowa State University Library
Government Documents Department
Ames, Iowa 50010

University of Northern Iowa Library
Documents Collection
Cedar Falls, Iowa 50613

Iowa State Library
Historical Building
Des Moines, Iowa 50309

Public Library of Des Moines
100 Locust Street
Des Moines, Iowa 50309

KANSAS

Benedictine College Library
2nd and Division Streets
Atchison, Kansas 66002

Baker University Library
Baldwin City, Kansas 66006

William Allen White Library
Emporia Kansas State College
Emporia, Kansas 66801

Fort Hays State University Library
Fort Hays Kansas State College
Hays, Kansas 67601

Hutchinson Public Library
901 North Main Street
Hutchinson, Kansas 67501

Documents Collection
University of Kansas Libraries
Lawrence, Kansas 66045

Documents Department
Kansas State University Library
Manhattan, Kansas 66506

Pittsburg State University
Documents Department, Library
Pittsburg, Kansas 66762

Johnson County Library
8700 West 63rd Street
Shawnee Mission, Kansas 66201

Kansas State Library
Third Floor
State House
Topeka, Kansas 66612

KENTUCKY

Helm Cravens Library
Western Kentucky University
Bowling Green, Kentucky 42101

Centre College
Grace Doherty Library
Danville, Kentucky 40422

Thomas More College Library
2771 Turkey Foot Road
Fort Mitchell, Kentucky 41017

W. Frank Steeley Library
Northern Kentucky University
Highland Heights, Kentucky 41076

University of Kentucky
Government Publications Department
Lexington, Kentucky 40506

Louisville Free Public Library
4th and York Streets
Louisville, Kentucky 40203

University of Louisville Library
Belknap Campus
Louisville, Kentucky 40208

Morehead State University
Johnson Camden Library
Morehead, Kentucky 40351

Murray State University Library
15th and Olive Streets
Murray, Kentucky 42071

Kentucky Wesleyan College Library
Owensboro, Kentucky 42301

Crabbe Library
Eastern Kentucky University
Richmond, Kentucky 40475

LOUISIANA

Government Documents Department
Louisiana State University Library
Baton Rouge, Louisiana 70803

Government Documents Department
Southern University Library
Baton Rouge, Louisiana 70813

Louisiana State University at Eunice
Ledoux Library
Eunice, Louisiana 70535

Southeastern Louisiana University
Sims Memorial Library
Hammond, Louisiana 70402

University of Southwestern Louisiana Libraries
Lafayette, Louisiana 70504

Northeast Louisiana University
Sandel Library
Monroe, Louisiana 71201

Howard Tilton Memorial Library
Tulane University
New Orleans, Louisiana 70118

University of New Orleans Library
Lake Front
New Orleans, Louisiana 70122

New Orleans Public Library
219 Loyola Avenue
New Orleans, Louisiana 70140

Southern University of New Orleans Library
6400 Press Drive
New Orleans, Louisiana 70126

Richard W. Norton Memorial Library
Louisiana College
Pineville, Louisiana 71360

Prescott Memorial Library
Louisiana Technical University
Ruston, Louisiana 71272

Nicholls State University
Library Documents Division
Thibodaux, Louisiana 70301

MAINE

Maine State Library
State House
Augusta, Maine 04330

Bangor Public Library
145 Harlow Street
Bangor, Maine 04401

Maine Maritime Academy
Nutting Memorial Library
Castine, Maine 04421

University of Maine
Raymond H. Fogler Library
Orono, Maine 04473

University of Maine Law Library
246 Deering Avenue
Portland, Maine 04102

Nasson College Library
Springvale, Maine 04083

MARYLAND

Maryland State Law Library
361 Rowe Boulevard
Annapolis, Maryland 21401

Nimitz Library
U.S. Naval Academy
Annapolis, Maryland 21402

Milton S. Eisenhower Library
Johns Hopkins University
Baltimore, Maryland 21218

Enoch-Pratt Free Library
400 Cathedral Street
Baltimore, Maryland 21201

Morgan State College Library
Hillen Road and Cold Spring Lane
Baltimore, Maryland 21239

McKeldin Library
Documents Division
University of Maryland
College Park, Maryland 20740

Frostburg State College Library
Frostburg, Maryland 21532

Salisbury State College
Blackwell Library
Salisbury, Maryland 21801

MASSACHUSETTS

University of Massachusetts
Goodell Library
Amherst, Massachusetts 01002

Bapst Library
Boston College
Boston, Massachusetts 02167

Boston Public Library
Documents Receipts
Boston, Massachusetts 02117

Brandeis University Library
415 South Street
Boston, Massachusetts 02154

Serials Records Division
Harvard College Library
Boston, Massachusetts 02138

Our Lady of the Elms College Library
291 Springfield Street
Chicopee, Massachusetts 01013

University of Lowell Library
1 University Avenue
Lowell, Massachusetts 01854

Tufts University Library
Documents Department
Medford, Massachusetts 02155

Southeastern Massachusetts University Library
Documents Section
New Bedford, Massachusetts 02747

Cushing Martin Library
Stonehill College
North Easton, Massachusetts 02356

Springfield City Library
220 State Street
Springfield, Massachusetts 01103

Williams College Library
Williamstown, Massachusetts 01267

Medical Center Library
University of Massachusetts
Worcester, Massachusetts 01605

Worcester Public Library
Salem Square
Worcester, Massachusetts 01608

MICHIGAN

Stockwell Memorial Library
Albion College
Albion, Michigan 49224

University of Michigan
Marlan Hatcher Library
Ann Arbor, Michigan 48109

Detroit College of Law Library
130 East Elizabeth Street
Detroit, Michigan 48201

Detroit Public Library
5201 Woodward Avenue
Detroit, Michigan 48202

Mercy College of Detroit Library
8200 West Outer Drive
Detroit, Michigan 48219

Wayne State University Library
5244 Gullen Mall
Detroit, Michigan 48202

Michigan State University Library
Documents Department
East Lansing, Michigan 48824

Flint Public Library
1026 East Kearsley Street
Flint, Michigan 48503

University of Michigan at Flint Library
Government Documents Division
Flint, Michigan 48503

Grand Rapids Public Library
Library Plaza
Grand Rapids, Michigan 49503

Michigan Technical University
Library Documents Department
Houghton, Michigan 49931

Dwight B. Waldo Library
Western Michigan University
Kalamazoo, Michigan 49008

Kalamazoo Public Library
315 South Rose Street
Kalamazoo, Michigan 49007

Michigan State Library
733 East Michigan Avenue
Lansing, Michigan 48909

Olson Library
Northern Michigan University
Marquette, Michigan 49855

Monroe County Library System
3700 South Custer Road
Monroe, Michigan 48161

Macomb County Library
16480 Hall Road
Mount Clemens, Michigan 48044

Library Documents Section
Central Michigan University
Mount Pleasant, Michigan 48859

Olivet College Library
Olivet, Michigan 49076

St. Clair County Library System
210 McMorran Boulevard
Port Huron, Michigan 48060

Kresge Library
Oakland University
Rochester, Michigan 48063

Hoyt Public Library
505 Janes Street
Saginaw, Michigan 48605

Delta College Library
Mackinaw and Kuch Roads
University Center, Michigan 48710

Wayne County Public Library
33030 Van Born Road
Wayne, Michigan 48184

Eastern Michigan University
University Library
Ypsilanti, Michigan 48197

MINNESOTA

Bemidji State University
A.C. Clark Library
Bemidji, Minnesota 56601

St. Johns University
Alcuin Library
Collegeville, Minnesota 56321

Mankato State College
Government Publications
Mankato, Minnesota 56001

Hennepin County Libraries
70th at York Avenue South
Minneapolis, Minnesota 55435

Minneapolis Public Library
300 Nicollet Mall
Minneapolis, Minnesota 55401

University of Minnesota
Wilson Library
Documents Division
Minneapolis, Minnesota 55455

Moorhead State University Library
Moorhead, Minnesota 56560

Carleton College Library
Northfield, Minnesota 55057

St. Olaf College
Rolvaag Memorial Library
Northfield, Minnesota 55057

Saint Cloud State University
Library Documents
Saint Cloud, Minnesota 56301

St. Paul Public Library
Saint Paul, Minnesota 55102

Gustavus-Adolphus College Library
Saint Peter, Minnesota 56082

MISSISSIPPI

J.C. Fant Memorial Library
Mississippi University for Women
Columbus, Mississippi 39701

The Library
University of Southern Mississippi
Hattiesburg, Mississippi 39401

Alcorn A & M College Library
Lorman, Mississippi 39096

Mitchell Memorial Library
Mississippi State University
State College, Mississippi 39762

University of Mississippi Library
Documents Department
University, Mississippi 38677

MISSOURI

Southeast Missouri State University
Kent Library
Cape Girardeau, Missouri 63701

University of Missouri Columbia Law Library
Tate Hall
Columbia, Missouri 65211

Lincoln University
Inman E. Page Library
Jefferson City, Missouri 65101

Missouri State Library
308 East High Street
Jefferson City, Missouri 65101

Kansas City Public Library
311 East 12th Street
Kansas City, Missouri 64106

University of Missouri at Kansas City Library
5100 Rockhill Road
Kansas City, Missouri 64110

University of Missouri at Kansas City
Leon E. Bloch Law Library
Kansas City, Missouri 64110

Pickler Memorial Library
Northeast Missouri State University
Kirksville, Missouri 63501

Library Documents Section
University of Missouri at Rolla
Rolla, Missouri 65401

Maryville College Library
13550 Conway Road
Saint Louis, Missouri 63141

Saint Louis County Library
1640 South Lindbergh
Saint Louis, Missouri 63131

Saint Louis Public Library
1301 Olive Street
Saint Louis, Missouri 63103

Saint Louis University Law Library
3700 Lindell Boulevard
Saint Louis, Missouri 63108

University of Missouri at Saint Louis Library
8001 Natural Bridge Road
Saint Louis, Missouri 63121

John M. Olin Library
Washington University
660 Millbrook Boulevard
Saint Louis, Missouri 63130

Southwest Missouri State College Library
901 South National
Springfield, Missouri 65802

Central Missouri State College
Ward Edwards Library
Warrensburg, Missouri 64093

MONTANA

Eastern Montana College
Library Documents
Billings, Montana 59101

Montana State University Library
Bozeman, Montana 59717

Montana State Library
930 East Lyndale Avenue
Helena, Montana 59601

State Law Library of Montana
Capitol
Helena, Montana 59601

University of Montana Library
Documents Department
Missoula, Montana 59812

NEBRASKA

C.A. Dana Life Library
Dana College
Blair, Nebraska 68008

Perkins Library
Doane College
Crete, Nebraska 68333

Midland Lutheran College Library
Femont, Nebraska 68025

Nebraska Library Commission
Nebraska Public Clearinghouse
1420 P Street
Lincoln, Nebraska 68508

University of Nebraska Libraries
D.L. Love Memorial Library
Acquisitions Department
Lincoln, Nebraska 68588

Omaha Public Library
Clark Branch
215 South 15th Street
Omaha, Nebraska 68102

U.S. Conn Library
Wayne State College
Wayne, Nebraska 68787

NEVADA

Nevada State Library
401 North Carson Street
Carson City, Nevada 89701

Clark County Library District
1726 East Charleston
Las Vegas, Nevada 89104

University of Nevada at Las Vegas Library
4505 Maryland Parkway
Las Vegas, Nevada 89154

Government Publications Department
University of Nevada Library
Reno, Nevada 89557

NEW HAMPSHIRE

New Hampshire State Library
20 Park Street
Concord, New Hampshire 03301

University of New Hampshire Library
Durham, New Hampshire 03824

Dartmouth College
Baker Library
Hanover, New Hampshire 03755

NEW JERSEY

Free Public Library of Bloomfield
90 Broad Street
Bloomfield, New Jersey 07003

Cumberland County Library
800 East Commerce Street
Bridgeton, New Jersey 08302

Rutgers University Camden Library
300 North 4th Street
Camden, New Jersey 08102

Free Public Library of Elizabeth
11 South Broad Street
Elizabeth, New Jersey 07202

Savitz Learning Resource Center
Glassboro State College
Glassboro, New Jersey 08028

Jersey City Public Library
472 Jersey Avenue
Jersey City, New Jersey 07302

Jersey City State College
F.A. Irwin Library
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

Ramapo College Library
Mahwah, New Jersey 07430

Harry S. Sprague Library
Montclair State College
Montclair, New Jersey 07043

Newark Public Library
5 Washington Street
Newark, New Jersey 07101

Rutgers State University Library
185 University Avenue
Newark, New Jersey 07102

Rutgers University Law Library
15 Washington Street
Newark, New Jersey 07102

Rutgers University Library
Government Documents Department
New Brunswick, New Jersey 08901

Passaic Public Library
195 Gregory Avenue
Passaic, New Jersey 07055

County College of Morris Library
Route 10 and Center Grove Road
Randolph Township, New Jersey 07869

Eastern Branch Monmouth County Library
New Jersey Highway 35
Red Bank, New Jersey 07701

Seton Hall University
McLaughlin Library
South Orange, New Jersey 07079

New Jersey State Library
Law and Reference Bureau
Trenton, New Jersey 08625

Wayne Public Library
475 Valley Road
Wayne, New Jersey 07470

NEW MEXICO

Medical Center Library
University of New Mexico
Albuquerque, New Mexico 87131

University of New Mexico
Zimmerman Library
Albuquerque, New Mexico 87131

New Mexico State University Library
Documents Division
Las Cruces, New Mexico 88003

New Mexico Highlands University
Donnely Library
Las Vegas, New Mexico 87701

Golden Library
Eastern New Mexico University
Portales, New Mexico 88130

New Mexico State Library
300 Don Gaspar
Santa Fe, New Mexico 87501

Western New Mexico University
Miller Library
Silver City, New Mexico 88061

NEW YORK

New York State Library
Empire State Plaza
Albany, New York 12230

State University of New York at Albany Library
1400 Washington Avenue
Albany, New York 12222

Seymour Library
176 Genesee Street
Auburn, New York 13021

Suny at Binghamton
Glenn G. Bartle Library
Binghamton, New York 13901

State University of New York
Drake Memorial Library
Brockport, New York 14420

Brooklyn College Library
Bedford Avenue and Avenue H
Brooklyn, New York 11210

Brooklyn Public Library
Grand Army Plaza
Brooklyn, New York 11238

Downstate Medical Center Library
450 Clarkson Avenue
Brooklyn, New York 11203

Public Documents Section
Fordham University Library
Bronx, New York 10458

Herbert H. Lehman College Library
Bedford Park Boulevard West
Bronx, New York 10468

Buffalo and Erie County Public Library
Lafayette Square
Buffalo, New York 14203

Cheektowaga Public Library
2580 Harlem Road
Buffalo, New York 14225

State University of New York
Lockwood Memorial Library
Buffalo, New York 14260

St. Lawrence University
Owen D. Young Library
Canton, New York 13617

Corning Community College
Arthur A. Houghton, Jr., Library
Corning, New York 14830

State University of New York at Cortland
Memorial Library
Cortland, New York 13045

East Islip Public Library
381 East Main Street
East Islip, New York 11730

State University of New York Library
Melville Road
Farmingdale, New York 11735

Queensborough Community College Library
22205 56th Avenue
Flushing, New York 11364

Adelphi University Library
South Avenue
Garden City, New York 11530

Milne Library
State University of New York
Geneseo, New York 14454

B. David Schwartz Memorial Library
C.W. Post Center, Long Island University
Greenvale, New York 11548

Colgate University Library
Hamilton, New York 13346

Queens Borough Public Library
8911 Merrick Boulevard
Jamaica, New York 11438

State University College Library
New Paltz, New York 12561

City College Library
135th Street and Convent Avenue
New York, New York 10031

Columbia University Libraries
420 West 118th Street, Room 327
New York, New York 10027

New York Public Library, Astor Branch
476 Fifth Avenue
New York, New York 10018

New York Public Library, Lenox Branch
476 Fifth Avenue
New York, New York 10018

New York University Library
70 Washington Square South
New York, New York 10012

Niagara Falls Public Library
1425 Main Street
Niagara Falls, New York 14305

Penfield Library
State University of New York
Oswego, New York 13126

Benjamin F. Feinberg Library
State University College
Plattsburgh, New York 12901

State University College Library
Pierrepont Avenue
Potsdam, New York 13676

Rochester Public Library
115 South Avenue
Rochester, New York 14604

University of Rochester Library
River Campus Station
Rochester, New York 14627

St. Bonaventure University
Friedsam Memorial Library
St. Bonaventure, New York 14778

Wagner College Library
Grymes Hill
Staten Island, New York 10301

Main Library, Documents Section
State University of New York at Stony Brook
Stony Brook, New York 11790

Syracuse University Library
Documents Division
Syracuse, New York 13210

Troy Public Library
100 Second Street
Troy, New York 12180

Nassau Library System
900 Jerusalem Avenue
Uniondale, New York 11553

SUC Utica Rome
811 Court Street
Utica, New York 13502

Yonkers Public Library
7 Main Street
Yonkers, New York 10701

NORTH CAROLINA

Rich Memorial Library
Campbell College
Butes Creek, North Carolina 27506

University of North Carolina Library
BA SS Division Documents
Chapel Hill, North Carolina 27514

Public Library of Charlotte and
Mecklenburg County
310 North Tryon Street
Charlotte, North Carolina 28202

Duke University
William R. Perkins Library
Durham, North Carolina 27706

North Carolina Central University
James E. Shepard Memorial Library
Durham, North Carolina 27707

Jackson Library
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

East Carolina University
Library Documents Department
Greenville, North Carolina 27834

Pembroke State University
Mary H. Livermore Library
Pembroke, North Carolina 28372

State Library Documents Branch
109 East Jones Street
Raleigh, North Carolina 27611

D.H. Hill Library
North Carolina State University
Raleigh, North Carolina 27607

Wake County Public Library
104 Fayetteville Street
Raleigh, North Carolina 27601

Catawba College Library
Salisbury, North Carolina 28144

William M. Randall Library
University of North Carolina at Wilmington
Wilmington, North Carolina 28401

Forsyth City Public Library System
660 West 5th Street
Winston-Salem, North Carolina 27101

Wake Forest University
Z. Smith Reynolds Library
Winston-Salem, North Carolina 27109

NORTH DAKOTA

North Dakota State University Library
Federal Documents Office
Fargo, North Dakota 58105

Fritz Library
University of North Dakota
Grand Forks, North Dakota 58201

Minot State College Memorial Library
Minot, North Dakota 58701

OHIO

Ohio Northern University
J.P. Taggart Law Library
Ada, Ohio 45810

Akron Public Library
55 South Main Street
Akron, Ohio 44326

Bierce Library
University of Akron
Akron, Ohio 44325

Ohio University Library
Documents Department
Athens, Ohio 45701

Bowling Green State University
Library Building
Bowling Green, Ohio 43402

Malone College Library
515 25th Street NW
Canton, Ohio 44709

Public Library of Cincinnati and
Hamilton County
800 Vine Street
Cincinnati, Ohio 45202

University of Cincinnati Library
Cincinnati, Ohio 45221

Case Western Reserve University Library
11161 East Boulevard
Cleveland, Ohio 44106

Cleveland Public Library
325 Superior Avenue
Cleveland, Ohio 44114

Ohio State University Library
1858 Neil Avenue
Columbus, Ohio 43210

Ohio State Library
65 South Front Street
Columbus, Ohio 43215

The Public Library of Columbus and
Franklin County
96 South Grant Avenue
Columbus, Ohio 43215

Dayton and Montgomery County Public Library
215 East 3rd Street
Dayton, Ohio 45402

University of Dayton Library
300 College Park Avenue
Dayton, Ohio 45469

Reference Department
Wright State University Library
Dayton, Ohio 45435

Elyria Public Library
320 Washington Avenue
Elyria, Ohio 44035

Kenyon College Library
Gambier, Ohio 43022

Kent State University Library
Documents Division
Kent, Ohio 44242

Marietta College
Dawes Memorial Library
Marietta, Ohio 45750

Oberlin College Library
Oberlin, Ohio 44074

Miami University Library
Documents Department
Oxford, Ohio 45056

Portsmouth Public Library
1220 Gallia Street
Portsmouth, Ohio 45662

University of Steubenville
Starvaggi Memorial Library
Steubenville, Ohio 43952

Toledo Public Library
325 Michigan Street
Toledo, Ohio 43624

University of Toledo
2801 West Bancroft Street
Toledo, Ohio 43606

Public Library of Youngstown and
Mahoning County
305 Wick Avenue
Youngstown, Ohio 44503

Youngstown State University Library
410 Wick Avenue
Youngstown, Oh 44555

OKLAHOMA

East Central University
Linscheid Library
Ada, Oklahoma 74820

Bethany Nazarene College Library
4175 North College
Bethany, Oklahoma 73008

Central State University
Library Documents Department
Edmond, Oklahoma 73034

Langston University
G. Lamar Harrison Library
Langston, Oklahoma 73050

Muskogee Public Library
801 West Okmulgee Avenue
Muskogee, Oklahoma 74401

University of Oklahoma Libraries
401 West Brooks
Norman, Oklahoma 73019

Oklahoma Department of Libraries
200 North East 18th Street
Oklahoma City, Oklahoma 73105

Oklahoma State University Library
Stillwater, Oklahoma 74074

Northeastern Oklahoma State University
John Vaughan Library
Tahlequah, Oklahoma 74464

University of Tulsa Library
600 South College
Tulsa, Oklahoma 74104

OREGON

University of Oregon Library
Documents Section
Eugene, Oregon 97403

Pacific University Library
Forest Grove, Oregon 97116

Portland State University Library
Portland, Oregon 97207

Oregon State Library
State Library Building
Salem, Oregon 97310

Library Documents Division
Oregon State University
State University, Oregon 97331

PENNSYLVANIA

Hill Library
Cheyney State College
Cheyney, Pennsylvania 19319

Robert Morris College Library
Narrows Run Road
Coraopolis, Pennsylvania 15108

Kemp Library
East Stroudsburg State College
East Stroudsburg, Pennsylvania 18301

Langenheim Memorial Library
Thiel College
Greenville, Pennsylvania 16125

State Library of Pennsylvania
Harrisburg, Pennsylvania 17126

Haverford College Library
Haverford, Pennsylvania 19041

Hazleton Area Public Library
Church and Maple Streets
Hazleton, Pennsylvania 18201

Franklin and Marshall College
Documents Library
Lancaster, Pennsylvania 17604

Bertrand Library
Bucknell University
Lewisburg, Pennsylvania 17837

Mansfield State College Library
Mansfield, Pennsylvania 16933

Allegheny College Library
North Main Street
Meadville, Pennsylvania 16335

Millersville State College
Ganser Library
Millersville, Pennsylvania 17551

Drexel University Library
32nd and Chestnut Streets
Philadelphia, Pennsylvania 19104

Free Library of Philadelphia
Logan Square
Philadelphia, Pennsylvania 19103

Thomas Jefferson University Library
11th and Walnut Streets
Philadelphia, Pennsylvania 19107

Temple University
Paley Library, Documents Room
Philadelphia, Pennsylvania 19122

Allegheny County Law Library
921 City County Building
Pittsburgh, Pennsylvania 15219

Carnegie Library
4400 Forbes Avenue
Pittsburgh, Pennsylvania 15213

Hillman Library
University of Pittsburgh
Pittsburgh, Pennsylvania 15260

La Roche College Library
9000 Babcock Boulevard
Pittsburgh, Pennsylvania 15237

Scranton Public Library
North Washington and Vine Streets
Scranton, Pennsylvania 18503

Ezra Lehman Memorial Library
Shippensburg State College
Shippensburg, Pennsylvania 17257

Slippery Rock State College Library
Slippery Rock, Pennsylvania 16057

Pennsylvania State University Library
Documents Section
University Park, Pennsylvania 16802

West Chester State College Library
Government Documents Department
West Chester, Pennsylvania 19380

Kings College Library
14 West Jackson Street
Wilkes Barre, Pennsylvania 18711

York College of Pennsylvania Library
Country Club Road
York, Pennsylvania 17405

Westmoreland County Community College
Armbrust Road
Youngwood, Pennsylvania 15697

RHODE ISLAND

U.S. Naval War College Library
Newport, Rhode Island 02840

Brown University Library
Prospect Street
Providence, Rhode Island 02912

Rhode Island College Library
600 Mount Pleasant Avenue
Providence, Rhode Island 02908

University of Rhode Island Library
Government Publications Office
Wakefield, Rhode Island 02881

SOUTH CAROLINA

Baptist College Library
Charleston, South Carolina 29411

South Carolina State Library
1500 Senate Street
Columbia, South Carolina 29201

Undergraduate Library
University of South Carolina
Columbia, South Carolina 29208

South Carolina State College
Miller F. Whittaker Library
Orangeburg, South Carolina 29115

SOUTH DAKOTA

South Dakota State Library
State Library Building
Pierre, South Dakota 57501

South Dakota School of Mines and
Technology Library
Rapid City, South Dakota 57701

Black Hills State College Library
Spearfish, South Dakota 57783

TENNESSEE

Chattanooga Hamilton County Library
1001 Broad Street
Chattanooga, Tennessee 37402

Tennessee Technological University
Jere Whitson Memorial Library
Cookeville, Tennessee 38501

East Tennessee State University
Sherrod Library, Documents Department
Johnson City, Tennessee 37614

University of Tennessee Library
Cumberland Avenue
Knoxville, Tennessee 37996

Memphis and Shelby County Public Library
and Information Center
1850 Peabody Avenue
Memphis, Tennessee 38104

Memphis State University
John W. Brister Library
Memphis, Tennessee 38152

Fisk University Library
17th Avenue North
Nashville, Tennessee 37203

Vanderbilt University Library
Central Documents Unit
Nashville, Tennessee 37203

TEXAS

Abilene Christian University
Margaret and Herman Brown Library
Abilene, Texas 79699

Simmons University Library
Abilene, Texas 79601

U.S. Documents Section
Texas State Library
Austin, Texas 78711

University of Texas at Austin
Perry Castaneda Library
Austin, Texas 78712

University of Texas Law Library
2500 Red River Street
Austin, Texas 78705

Lee College Library
Baytown, Texas 77520

Lamar University Library
Beaumont, Texas 77710

Walker Memorial Library
Howard Payne College
Brownwood, Texas 76801

West Texas State University Library
West Texas Station
Canyon, Texas 79015

Texas A & M University Library
College Station, Texas 77843

East Texas State University Library
East Texas Station
Commerce, Texas 75428

Corpus Christi State University Library
6300 Ocean Drive
Corpus Christi, Texas 78412

Dallas Baptist College Library
3000 Florina Drive
Dallas, Texas 75211

Dallas Public Library
1954 Commerce Street
Dallas, Texas 75201

Zale Library
Bishop College
3837 Simpson Stuart Road
Dallas, Texas 75241

Southern Methodist University
Fondren Library
Dallas, Texas 75275

University of Texas Health Science
Center Library
5323 Harry Hines Boulevard
Dallas, Texas 75235

Pan American University Library
Edinburg, Texas 78539

El Paso Public Library
501 North Oregon
El Paso, Texas 79901

Burnett Library
Texas Christian University
Fort Worth, Texas 76129

Rosenberg Library
2310 Sealy
Galveston, Texas 77550

Houston Public Library
500 McKinney
Houston, Texas 77002

University of Houston Libraries
3801 Cullen Boulevard
Houston, Texas 77004

Sam Houston State University Library
Government Documents Department
Huntsville, Texas 77341

Irving Public Library
Irving, Texas 75061

Texas Arts and Industries University Library
Kingsville, Texas 78363

Laredo Junior College Library
West End Washington Street
Laredo, Texas 78040

Texas Technical University Library
Lubbock, Texas 79409

Steen Library
Stephen F. Austin State University
Nacogdoches, Texas 75962

North Texas State University Library
North Texas, Texas 76203

St. Marys University Academic Library
2700 Cincinnati Avenue
San Antonio, Texas 78284

San Antonio College Library
1001 Howard Street
San Antonio, Texas 78288

San Antonio Public Library
203 South St. Marys Street
San Antonio, Texas 78285

Trinity University Library
715 Stadium Drive
San Antonio, Texas 78284

University of Texas at San Antonio Library
San Antonio, Texas 78285

Southwest Texas State University Library
San Marcos, Texas 78666

Baylor University Library
Waco, Texas 76706

UTAH

Utah State University Library
UMC 30
Logan, Utah 84322

Weber State College Library
3750 Harrison Boulevard
Ogden, Utah 84408

Lee Library
Brigham Young University
Provo, Utah 84602

University of Utah
Marriott Library
Salt Lake City, Utah 84112

University of Utah Medical Center Library
Building 89
Salt Lake City, Utah 84112

VERMONT

University of Vermont
Bailey Library
Burlington, Vermont 05401

Norwich University Library
Northfield, Vermont 05663

VIRGINIA

Department of the Navy
Office of the Judge Advocate General
200 Stovall Street
Alexandria, Virginia 22332

George Mason University School of Law Library
3401 North Fairfax Drive
Arlington, Virginia 22201

Virginia Polytech Institute Library
Documents Department
Blacksburg, Virginia 24061

Bridgewater College Library
Bridgewater, Virginia 22812

University of Virginia
Alderman Library
Charlottesville, Virginia 22901

Danville Community College Library
Bonner Avenue
Danville, Virginia 24541

Hampton Institute
Huntington Memorial Library
Hampton, Virginia 23668

Madison Memorial Library
James Madison University
Harrisonburg, Virginia 22807

Patrick Henry Community College Library
Martinsville, Virginia 24112

Norfolk Public Library
301 East City Hall Avenue
Norfolk, Virginia 23510

Old Dominion University Library
Hampton Boulevard
Norfolk, Virginia 23508

Virginia State College Library
Johnston Memorial Library
Petersburg, Virginia 23803

Federal Bureau of Investigation
FBI Academy Library
Quantico, Virginia 22135

Virginia Commonwealth University Library
901 Park Avenue
Richmond, Virginia 23220

Virginia State Library
Documents Section
Richmond, Virginia 23219

College of William and Mary
Swen Library
Williamsburg, Virginia 23185

WASHINGTON

Western Washington University Library
516 High Street
Bellingham, Washington 98225

Eastern Washington University
The Library
Cheney, Washington 99004

Central Washington University Library
Documents Section
Ellensburg, Washington 98926

Everett Public Library
2700 Hoyt Avenue
Everett, Washington 98201

Washington State Library
Documents Section
Olympia, Washington 98501

Washington State University Library
Documents Section
Pullman, Washington 99164

Seattle Public Library
4th and Madison
Seattle, Washington 98104

University of Washington Library
Government Documents Center
Seattle, Washington 98195

Spokane Public Library
West 906 Main Avenue
Spokane, Washington 99201

Tacoma Public Library
1102 South Tacoma Avenue
Tacoma, Washington 98402

University of Puget Sound Library
1500 North Warner
Tacoma, Washington 98416

WEST VIRGINIA

West Virginia Library Commission
Reference Library
State Science and Cultural Center
Charleston, West Virginia 25305

Davis and Elkins College Library
Elkins, West Virginia 26241

Fairmont State College Library
Locust Avenue
Fairmont, West Virginia 26554

Glenville State College
Robert F. Kidd Library
Glenville, West Virginia 26351

Marshall University Library
1655 Third Avenue
Huntington, West Virginia 25701

West Virginia University Library
Morgantown, West Virginia 26505

WISCONSIN

Beloit College Library
731 College Street
Beloit, Wisconsin 53511

Fond du Lac Public Library
32 Sheboygan Street
Fond du Lac, Wisconsin 54935

University of Wisconsin
Green Bay Library
Green Bay, Wisconsin 54302

La Crosse Public Library
800 Main Street
La Crosse, Wisconsin 54601

Madison Public Library
201 West Mifflin Street
Madison, Wisconsin 53703

State Historical Society Library
816 State Street
Madison, Wisconsin 53706

Medical College of Wisconsin, Inc.
Milwaukee, Wisconsin 53226

Milwaukee Public Library
814 West Wisconsin Avenue
Milwaukee, Wisconsin 53233

Mount Mary College Library
2900 Menomonee River Parkway
Milwaukee, Wisconsin 53222

University of Wisconsin at Milwaukee
Library Documents
Milwaukee, Wisconsin 53201

University of Wisconsin at Oshkosk Library
800 Algoma Boulevard
Oshkosh, Wisconsin 54901

University of Wisconsin at Platteville
725 West Main Street
Platteville, Wisconsin 53818

University of Wisconsin at Stevens Point
Learning Resources Center
Stevens Point, Wisconsin 54481

University of Wisconsin
Jim Dan Hill Library
Superior, Wisconsin 54880

Waukesha Public Library
321 Wisconsin Avenue
Waukesha, Wisconsin 53186

University of Wisconsin at Whitewater
Harold Andersen Library
Whitewater, Wisconsin 53190

WYOMING

Wyoming State Library
Supreme Court and Library Building
Cheyenne, Wyoming 82002

University of Wyoming
Coe Library
Laramie, Wyoming 82070

GUAM

Nieves M. Flores Memorial Library
Agana, Guam 96910

PUERTO RICO

Catholic University of Puerto Rico Library
Ponce, Puerto Rico 00731

University of Puerto Rico
General Library
San Juan, Puerto Rico 00931

VIRGIN ISLANDS

College of the Virgin Islands
Ralph M. Paiewonsky Library
Charlotte Amalie
Saint Thomas, Virgin Islands 00801

Enid Baa Public Library
Charlotte Amalie
Saint Thomas, Virgin Islands 00801

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